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ABSTRACT

This report looks at the history, purposes and goals, components, and implementation progress after two years of the California community colleges' matriculation plan. The first section discusses legislation which brought about the adoption of a matriculation plan. The second section details the purpose and goals of the matriculation plan, which include student access to California community colleges; opportunities for an equitable, quality education; and attainment of students' educational objectives through the use of appropriate college programs/courses and a full range of support services. The third section discusses the seven components of the matriculation plan. The final section discusses significant advancements which occurred during the first two years of implementation, including the following: (1) colleges began identifying students needing specialized assessment and/or support services; (2) colleges expanded their orientation activities; (3) student assessment expanded in the areas of career interests (78% of the colleges provided career assessment in 1988-89 compared to 23% prior to matriculation), English-language proficiency (76% to 49%), study skills (57% to 13%), and aptitudes (48% to 14%), with 92% of the colleges providing counseling/advisement to all new students; (4) more students were identified as in need of basic skills instruction, and the majority of colleges responded accordingly; (5) 16% of the colleges implemented Student Educational Plans for all new students; (6) by 1989, 40% of the colleges were monitoring the progress of new students, and the same percentage had implemented a research and evaluation component; and (7) two key factors which hampered the matriculation efforts were the reception of only 60% of full funding for matriculation in 1988-89 and a lack of funding for the statewide Management Information System. Appendixes include the Seymour-Campbell Matriculation Act, the plan for the implementation of matriculation, a report on matriculation in the colleges, and citations to related legislation. (JMC)

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Matriculation: A Report on Second-Year Implementation, 1988-89.

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Prepared as Agenda Item Number 17 at a meeting of the Board of Governors of Governors of California Community Colleges (Sacramento, CA, March 8-9, 1990).

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Board of Governors
California Community Colleges
March 8-9, 1990

MATRICULATION: A REPORT ON SECOND-YEAR IMPLEMENTATION, 1988-89 — 17

First Reading, Action Scheduled

Background

Matriculation is a process that promotes and sustains the efforts of community college students to achieve their educational goals through a coordinated program of instructional and support services tailored to individual needs. The process consists of seven components: admission, orientation, assessment, counseling and advising, student follow-up, coordination and training, and research and evaluation. Matriculation is essential to and interrelated with the provision of basic skills instruction and rigorous course standards necessary to ensure student access and success.

In 1986, the Seymour-Campbell Matriculation Act (Assembly Bill 3) was passed by the Legislature and signed by the Governor (Chapter 1467, Statutes of 1986) (see Appendix A). This statute directs that, on or before March 15 of each year, the Chancellor is to submit an annual progress report to the Legislature on the implementation of matriculation.

In January 1987, the Board of Governors adopted a detailed plan for implementing matriculation (see Appendix B). Colleges began to implement the plan, although only 20 percent of full funding was allocated in the 1987-88 budget. For the 1988-89 academic year, 60 percent of full funding was provided for matriculation. The colleges received the full amount of their allocations for the 1989-90 academic year. Due to limited funding during the first two years of implementation, the Chancellor after consultation with the field established June 30, 1991, as the date for full implementation of matriculation. By that time, colleges will have received two years of partial funding and two years of full funding.

This agenda item presents for Board of Governors approval a progress report on second-year implementation of its matriculation plan, which will be transmitted to the Legislature pursuant to Assembly Bill 3.

Analysis

This report on the progress toward full implementation of the Board's matriculation plan is based on information gathered by the Matriculation Unit of the Chancellor's Office and by the Evaluation and Training Institute (ETI), an independent consultant (see Appendix C). Data were derived from Matriculation Progress and Expenditure Reports for 1988-89 submitted by the individual colleges and from campus visits made by ETI during the fall of 1989.

During the 1988-89 year, colleges have continued to make substantial progress toward full implementation leading to specific institutional changes. Significant findings include:

- Colleges have established procedures within the admissions process that identify students who need specialized assessment and/or support services.

- Colleges have expanded their orientation activities, and many now regularly offer Saturday and evening orientation.

- Areas of student assessment now include career interests (78% in 1988-89 compared to 23% prior to matriculation), English-language proficiency (76% compared to 49%), study skills (57% compared to 13%), and aptitudes (48% compared to 14%).

- As a result of increased assessment, more students have been identified as in need of basic skills instruction. The majority of colleges (79%) have made additions or changes to their curricula as a result of assessment. Fifty percent of the colleges increased the number of basic skills courses they offer.

- Ninety-two percent of the colleges are providing counseling/advisement to all new students. To accommodate an increased number of students, 56 percent involve faculty in counseling, and 37 percent use paraprofessionals to provide services.

- In addition to existing educational plans developed for students in certain categorical programs, 16 percent of the colleges have implemented Student Educational Plans for all new students.

- Forty percent of the colleges are following up on all new students. Most colleges focus their follow-up efforts on students on probation, those who have been disqualified, and those receiving financial aid.

- Forty percent of the colleges have implemented the research and evaluation component.

- The increase in the number of students to be served and in the services to be provided has resulted in counselors devoting more time to student orientation and

course advisement and less time to personal and career counseling. Consequently, more referrals are being made to career centers.

- Instructional faculty are taking an increasingly active role in matriculation beyond that of selecting assessment instruments. Some serve as student advisors; others are conducting classroom activities designed to strengthen students' study skills.

Two key factors have had an adverse impact on the colleges' ability to implement matriculation components, or to more fully expand the number of students served: 1) colleges received only 60 percent of full funding for matriculation in 1988-89; and 2) the statewide Management Information System (MIS) was not funded, which seriously limited the colleges' ability to collect and use student information in all matriculation components.

The California Community Colleges are progressing well in implementing matriculation, given the comprehensiveness of the process, the limited funding prior to 1989-90, and a lack of an operating statewide information system. Continuing assistance to the districts during the next years of implementation will focus on the less-developed components, including research and evaluation, student follow-up, and student educational plans, as well as on the refinement of regulations and guidelines, establishment of assessment standards and review, and analysis of the cost data and the funding process (see Appendix D).

Recommended Action

That the Board of Governors adopt *Matriculation: A Report on Second-Year Implementation*, and authorize the Chancellor to transmit it officially to the Legislature, pursuant to Assembly Bill 3, and to the districts and other interested parties.

Staff Presentation: *William J. Cordero, Vice Chancellor*
Student Services

Karen Halliday, Coordinator
Matriculation

MATRICULATION

A REPORT ON SECOND-YEAR IMPLEMENTATION, 1988-89

Executive Summary

Matriculation is a process that promotes and sustains the efforts of community college students to achieve their educational goals through a coordinated program of instruction and support services tailored to individual needs. The process consists of seven components: admission, orientation, assessment, counseling, and advising, student follow-up, coordination and training, and research and evaluation. Matriculation is essential to and interrelated with the provision of basic skills instruction and rigorous course standards necessary to ensure student access and success.

In 1986, the Seymour-Campbell Matriculation Act (Assembly Bill 3) was passed by the Legislature and signed by the Governor (Chapter 1467, Statutes of 1986). In January 1987, the Board of Governors adopted a detailed plan for the implementation of matriculation. With a first-year allocation of 20 percent of full funding in the 1987-88 budget, colleges began the implementation process. In the 1988-89 academic year, 60 percent of full funding was provided. Because of limited funding, and after consultation with the field, the Chancellor established June 30, 1991 as the date for full implementation of matriculation. By that time, colleges will have received two years of partial funding and two years of full funding.

This report on the progress toward full implementation of the Board's matriculation plan is based on information gathered by the Matriculation Unit of the Chancellor's Office and by the Evaluation and Training Institute (ETI), an independent consultant. Data were derived from Matriculation Progress and Expenditure Reports for 1988-89 submitted by the individual colleges and from campus visits made by ETI during the fall of 1989.

During the 1988-89 year, colleges have continued to make substantial progress toward full implementation leading to specific institutional changes. Significant findings include:

- Colleges have established procedures within the admissions process that identify students who need specialized assessment and/or support services.

- Colleges have expanded their orientation activities, and many now regularly offer Saturday and evening orientation.

- Student assessment areas now include career interests (78% in 1988-89 compared to 23% prior to matriculation), English-language proficiency (76% compared to 49%), study skills (57% compared to 13%), and aptitudes (48% compared to 14%).

- As a result of increased assessment, more students have been identified as in need of basic skills instruction. The majority of colleges (79%) have made additions or changes to their curricula as a result of assessment. Fifty percent of the colleges increased the number of basic skills courses they offer.

- Ninety-two percent of the colleges are providing counseling/advisement to all new students. To accommodate an increased number of students, 56 percent involve faculty in counseling, and 37 percent use paraprofessionals to provide services.

- In addition to existing educational plans developed for students in certain categorical programs, 16 percent of the colleges have implemented Student Educational Plans for all new students.

- Forty percent of the colleges are following up on all new students. Most colleges focus their follow-up efforts on students on probation, those who have been disqualified, and those receiving financial aid.

- Forty percent of the colleges have implemented the research and evaluation component.

- The increase in the number of students to be served and in the services to be provided has resulted in counselors devoting more time to student orientation and course advisement and less time to personal and career counseling. Consequently, more referrals are being made to career centers.

- Instructional faculty are taking an increasingly active role in matriculation beyond that of selecting assessment instruments. Some serve as student advisors; others are conducting classroom activities designed to strengthen students' study skills.

Two key factors have had an adverse impact on the colleges' ability to implement matriculation components, or to more fully expand the number of students served: 1) colleges received only 60 percent of full funding for matriculation in 1988-89; and 2) the statewide Management Information System (MIS) was not funded, which seriously limited the colleges' ability to collect and use student information in all matriculation components.

The California Community Colleges are progressing well in implementing matriculation, given the comprehensiveness of the process, the limited funding prior to 1989-90, and the lack of an operating statewide information system. Continuing assistance to the districts during the next years of implementation will focus on the less-developed components, including research and evaluation, student follow-up,

and student educational plans, as well as on the refinement of regulations and guidelines, establishment of assessment standards and review, and analysis of the cost data and the funding process.

History

In the late 1970s, a generalized concern emerged that academic standards in California's community colleges were slipping, with a corresponding drop in the quality of educational programs. In response to that concern, the Academic Senate for California Community Colleges adopted a resolution in the fall of 1982, "Matriculated Student." The resolution stated that students seeking a degree or certificate should be designated as "matriculated" students and be held to certain requirements in order to maintain that status.

The following April, the Chancellor appointed a Task Force on Academic Quality to review several interrelated issues, including a model process that would help community college students not only define their educational goals, but also make appropriate educational choices to achieve them. This became the underlying concept of matriculation. In June 1983, the Board of Governors approved a model for student matriculation that was pilot tested in 16 community colleges over the next twelve months. After a year of study and refinement, the Board adopted *Student Matriculation: A Plan for Implementation in the California Community Colleges* (June 1984).

During the 1984 legislative session, the Board sponsored a bill to implement matriculation, which was carried by Senator John Seymour. Another bill supporting matriculation was carried by Assemblyman Robert Campbell. However, the State's uncertain economic condition and a legislative call for a study of the community colleges' mission delayed the passage of matriculation legislation. Nevertheless, enthusiasm for matriculation remained high. During the 1985 legislative session, Senator Seymour and Assemblyman Campbell merged their two bills into one, Assembly Bill 3. But with the mission study then underway, further consideration of matriculation was deferred until the study was complete.

When the Master Plan Review Commission endorsed the concept of matriculation in March 1986, the Board of Governors renewed its efforts on behalf AB 3. The Seymour-Campbell Matriculation Act was passed in 1986 (Chapter 1467, Statutes of 1986), but lack of funding prevented implementation of its provisions.

The Board asked for funding of matriculation in its 1987-88 budget request to the Governor, and updated its 1984 plan for implementation in the spring of 1987. Finally, in January 1988, funding was allocated for initial implementation activities, but districts received only 20 percent ($7 million) of the estimated State share of the program's operating costs. For the 1988-89 academic year, funding was increased to

$20 million, which represented approximately 60 percent of the State's share of operating costs.

Matriculation Purpose and Goals

The purpose of matriculation is to ensure students 1) access to a California community college; 2) opportunities for an equitable, quality education; and 3) successful attainment of their educational objectives, all of these to be facilitated through the use of appropriate college programs/courses and a full range of support services.

The Board's 1987 "Plan for Implementation" sets two primary goals for matriculation: **student success** and **institutional efficacy**. Within these goals, a number of subsidiary goals are also specified.

1. **Student Success**

   a. Assist students to make educational choices.

   b. Assist students to seek and receive instruction-related supportive services.

   c. Provide students with a comprehensive orientation.

   d. Identify key campus resources.

   e. Provide timely and accurate information concerning students' goals.

   f. Strengthen students' motivation to succeed in their academic endeavors by frequent performance feedback, encouragement, and supportive services.

2. **Institutional Efficacy**

   a. Improve the retention of students through the more efficient delivery of services and programs and the increased monitoring and evaluation of program objectives.

   b. Increase the incorporation and participation of underrepresented students in the transfer and vocational education programs on campus.

   c. Provide the opportunity for changes and development of curricula.

d. Enable districts and colleges to more readily identify the educational needs and objectives of students through the assessment process and use of the Student Educational Plan.

e. Enable districts and colleges that campus supportive services are more fully utilized by students.

f. Encourage districts and colleges to increase inter-institutional partnerships.

g. Provide a means by which additional staff may be hired and, concomitantly, services to students expanded.

h. Provide a mechanism and methodology for the collection of reliable and verifiable information regarding evaluation of program efficiency and its contribution to student outcomes.

Matriculation Components

Matriculation is composed of seven components. Five components provide direct services to students, and two are system-building mechanisms within each college and district.

Admissions: The admissions component includes application procedures, collection of initial information about students, referral to other college services and resources, and (at some colleges) initial registration in courses. These services are available to all students and prospective students.

Orientation: Students are provided an explanation of college procedures, academic and vocational programs, graduation requirements, transfer and career services, other student services, and student rights and responsibilities at the college. Although orientation tends to focus on new students, it is available to continuing and transfer students as well.

Assessment: Colleges draw on a wide variety of methods to provide students with information that helps them better understand their aptitudes, career plans and interests, study skills, English-language proficiency, strengths and weaknesses in subject areas, and past academic performance. Typically, assessment takes place at the beginning of the students' studies, but it is available throughout their college careers. Assessment findings are most often used for advisement purposes — for referral to specialized services or for recommending courses or programs. Assessment findings are also central to colleges' examination of curricula, course content, and the use of assessment itself for placement purposes.

Counseling/Advising: This component provides contact between the student and professional staff (counselors, advisors and/or instructors) for the purpose of interpreting and applying assessment findings; formulation of a student's educational plan; identification of personal concerns; monitoring, follow-up, and guidance toward the students' goals. Counseling and advising are available at all stages of a student's college career, from initial orientation and registration to completion of his or her educational objectives.

Follow-up: All colleges have an array of mechanisms for monitoring academic progress during and after each term. It may include automated sources (databases), personal sources (counselor contacts, instructor identification of students who are having problems in class), or the student's own self-referral to the career center, financial aid, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSP&S), etc. Many colleges also employ "early alert" mechanisms (e.g., mid-term grades; mid-term referrals or progress reports by instructors; counselor contacts) to identify students with potential difficulties before they encounter serious academic problems.

Research and Evaluation: All colleges collect a wide variety of student data. This component encourages colleges to use their data-collection and analysis capabilities to measure the effectiveness of the college's efforts in terms of students' academic performance and outcomes. When this component is fully implemented, research will be conducted on all phases of matriculation. These research studies will also help colleges evaluate matriculation services and identify areas that need improvement.

Coordination and Training: Coordination consists of the efforts to involve the broadest possible range of college staff and students in designing, implementing, and evaluating matriculation services. All colleges have a designated matriculation coordinator and a broadly-representative advisory committee. Underlying effective coordination is staff training in matriculation. In most colleges, the responsibility for training is shared among the matriculation coordinator, the advisory committee, and individual staff and campus programs. The training itself is provided by campus and district staff, staff from neighboring colleges, regional and state meetings and conferences, outside consultants, Chancellor's Office staff, and a variety of printed materials (e.g., manuals, handbooks, and research studies).

Second-Year Implementation: 1988-89

Introduction

In 1988-89, colleges received 60 percent of the proposed state contribution to matriculation. It is within this context that the colleges' progress last year toward full implementation of all components will be discussed. The colleges' progress last year will also be placed within the longer-term context of matriculation's development as a program. For example, the services provided by colleges in 1988-89 will be contrasted with those provided prior to the implementation of matriculation and those provided during matriculation's first year of partial state funding (1987-88).

Students Served: During the 1988-89 academic year, California's community colleges served 1,524,923 (fall and spring) students in one or more components of matriculation. The largest number of students were served by admissions, followed by counseling/advisement and assessment.

Although limited funding was a problem common to all the colleges, 35 percent reported they were able to serve all students eligible for matriculation. The remaining colleges provided services to selected new and continuing students who were eligible.

Sixty-eight percent of the colleges reported delaying matriculation services to one or more categories of students in 1988-89. Many colleges delayed services to students enrolled at satellite campuses, continuing students, and students who were not seeking degrees or transfer. The primary reason cited for the delay was lack of funding.

The Board of Governors plan, hereafter referred to as the Board's plan, for implementing matriculation includes recommendations on the criteria colleges should use in exempting students from matriculation. The plan recommends that, at a minimum, districts/colleges consider exempting students who: have completed an associate or higher degree, provide scores from recently taken skills tests that are comparable to those used by the colleges, and/or seek to enroll in courses that do not have skill prerequisites. On the other hand, the plan recommends that districts/colleges generally do not exempt students who enroll only in evening classes, enroll in fewer than a certain number of units, do not wish to participate in matriculation, are undecided about their goals, or do not intend to earn a degree or certificate.

The most frequently exempted students were those who had completed a college degree, as was the case during the first year in which matriculation was implemented. Since the colleges reported their exemption criteria by component, the population served differed significantly from component to component and college to college.

Students most frequently exempted from the orientation requirement were those transferring from other postsecondary institutions with credit for freshman composition or college algebra, or returning or continuing students. Students exempted from assessment tended to be those who had taken comparable placement tests, successfully completed previous English or math courses, or courses that did not have skills prerequisites. Fewer colleges reported using the same exemption criteria for counseling and advisement; they tended to exempt continuing students who were nearing completion of their degree or students taking courses that did not have skills prerequisites. The majority of colleges had delayed implementation of the student follow-up component, and therefore, few had developed exemption criteria.

Admissions

The admissions component is designed to ensure that information about new students is collected, stored, and can be used to assist the individual student, the institution, and the Chancellor's Office in fulfilling the purpose, goals and accountability expectations of the Board's implementation plan.

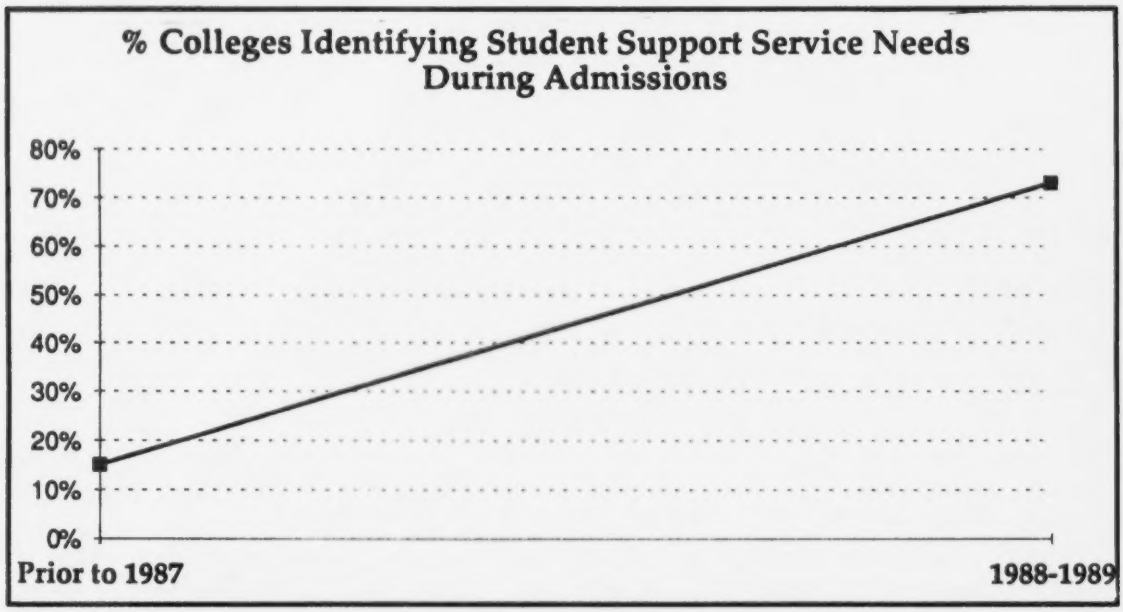
Admissions Application Form: The Board's plan recommended that colleges use the application form as a source of student data to meet local and statewide reporting requirements, and that data collected during the application process include information for determining a student's exemption status, need for additional assessment, educational goals, extra curricular interests, and, where appropriate, a transcript of prior work.

In their progress reports, 50 percent of the colleges indicated that, in implementing matriculation, they had revised their admission application forms to include statewide Management Information Services (MIS) needs. Revisions were made for research and evaluation needs, and/or to accommodate new software and hardware systems. Information items added to admissions forms included those asking students to state their proposed majors; educational goals, including transfer; career goals, and/or their needs for information about or help with child care, job placement, study skills, choosing a major, transferring to a four-year institution, student activities, etc.

Because the revised application forms tended to be longer, some college staff were concerned that they might be "intimidating to first time students." Moreover, the longer forms required that admissions staff receive additional training and expend more time key-entering data.

Identification of Student Support Service Needs: According to the 1988-89 progress reports, the majority of colleges (73%) included a new admissions procedure to identify students who needed specialized assessment and/or support services. This

represents substantial progress over the 15 percent of colleges that reported they identified such needs prior to implementing matriculation.



Nearly one-half (47%) of the colleges reported that the procedure included providing students with a checklist of available services or a questionnaire related to special needs. Twelve percent of the colleges reported that support service needs were identified by admissions staff who review applications from students entering EOPS, English as a Second Language (ESL), or DSP&S programs. Five percent reported that students identified themselves as needing support services; it was not clear, however, whether those services were actually provided.

Use of Admissions Data: Although the collection of student data through the admissions process has been expanded, the data are not always available for counseling/advising or research purposes. Data processing barriers, such as a lack of interlinked computer terminals, a lack of terminals for counselors, and incompatible systems often make it cumbersome to retrieve admissions information. These barriers are remnants of the pre-matriculation approach to admissions, in which the emphasis in data collection was on reporting, rather than on review, follow-up, and analysis.

Early Application: The Board's plan recommended that colleges encourage early application by students. The most frequently reported early admissions activities were college staff visits to high schools, visits by high school students to colleges, and assessment/testing at high schools. Prior to matriculation, 64 percent of the colleges were encouraging early admissions, although their efforts were generally limited to presentations at area high schools.

Impact of Matriculation on Admissions: Since admissions is an ongoing function, the major impact of matriculation has been on application forms and data collection and less on the process itself. Admissions staff at several colleges reported they had processed fewer drop/add requests following the implementation of matriculation, which they believed reflected improved course selection and placement, two objectives of the Board's matriculation plan.

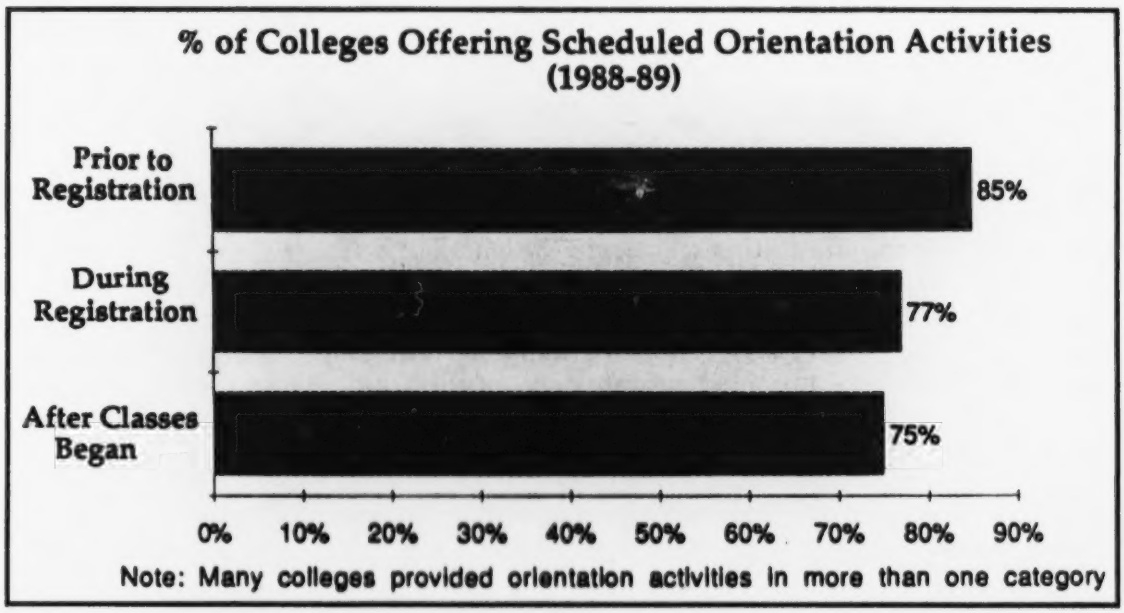
Orientation

The Board's plan for matriculation outlined two minimum requirements for the orientation component: that students become familiar with programs, services, academic expectations, procedures, and campus facilities; and that the orientation process be conducted in a timely manner.

Prior to 1987-88, 91 percent of colleges were providing some level of orientation services to students. Orientation programs consisted primarily of a one- to four-hour presentation providing general information about the college, student services, academic programs, registration, and other campus procedures. Attendance at orientation was strictly voluntary at 52 percent of the colleges. However, approximately 50 percent of the matriculation coordinators considered their colleges' programs to be very limited, while approximately one-third judged them to be adequate. Only 22 percent characterized their orientation programs as extensive or very extensive prior to matriculation.

During 1988-89, over one-third of the colleges provided orientation services to new students. However, a greater percentage of colleges reported serving students. Administrators and staff at those colleges explained that limiting orientation to selected students was necessitated by the 60 percent level of State funding.

Orientation Timing: The Board's plan recommended that the orientation process begin prior to the start of classes and extend beyond the beginning of instruction. The majority of colleges (85%) scheduled orientation activities prior to registration during 1988-89. Seventy-seven percent offered orientation services during registration, i.e., prior to the start of classes. More significantly, more colleges expanded their orientation services beyond the start of classes. Seventy-five percent of the colleges offered orientation after instruction had begun, compared to 53 percent prior to the implementation of matriculation.



Student Involvement in Orientation: A second recommendation by the Board was that colleges use student body organizations, work study students and/or student employees in orientation programs. Last year, 27 percent of colleges reported utilizing students in orientation activities for the first time. Combined with the colleges reporting they were already using students and/or student body organizations in orientation, it appears that roughly half were meeting the Board's recommendation. In contrast, prior to matriculation, fewer than 20 percent of the colleges used student employees and student body organizations for orientation.

Orientation Topics: The Board's plan specified that through orientation, students are to become familiar with the college's programs, services, academic expectations, procedures and facilities. Over 90 percent of the colleges reported discussing support services, counseling services, college procedures, academic programs, vocational programs, and transfer programs during orientation. Several colleges also indicated they included campus tours as part of the process.

Orientation Process: Many colleges have begun to vary their orientation programs. Some colleges offered a one-day orientation/assessment/counseling session. Others provided orientation courses with an assortment of unit and credit options. Still others used interactive videos designed to provide basic orientation information to late enrollees. Several colleges also offered orientation in the evening and/or on Saturdays, and many campuses extended orientation services to local high schools.

Barriers to Implementation: The majority of colleges indicated that limited staff resources and funding restricted the implementation of the orientation component during 1988-89. A shortage of adequate campus facilities also limited the ability of some colleges to provide orientation to all students.

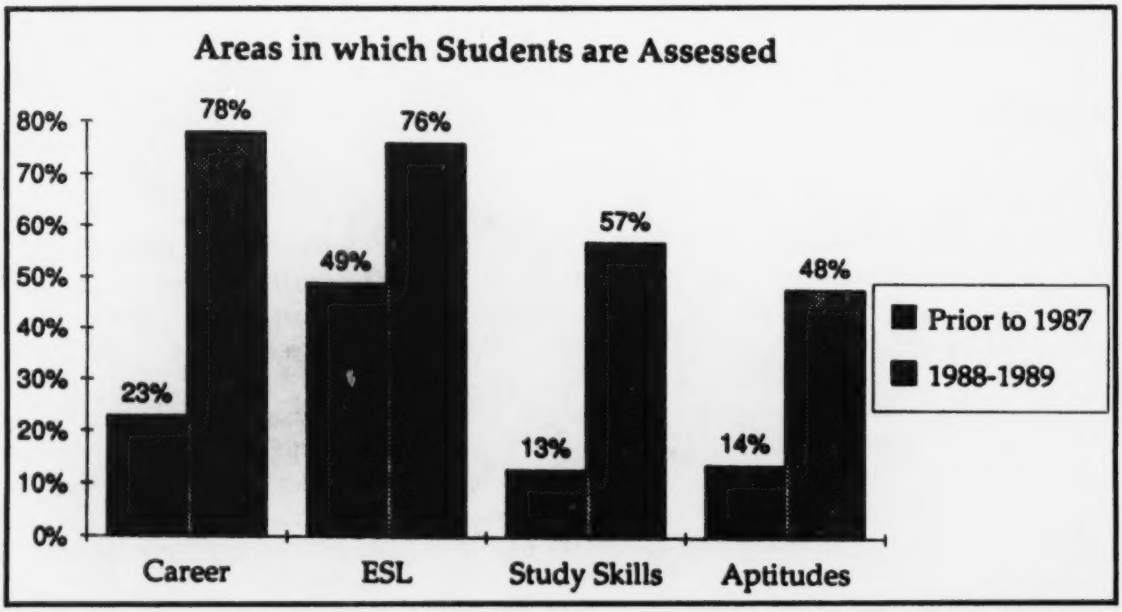
To serve ever-increasing numbers of students and compensate for the lack of sufficient counseling staff to provide comprehensive services, some colleges reported that they were looking more favorably on providing orientation in a course format, as opposed to a one-time presentation. They also indicated a need for counselors and faculty to provide orientation services in the summer, before the start of fall classes.

In summary, most colleges met the Board's standards with respect to the content and delivery of orientation services during 1988-89. The major change appeared to be that more colleges provided orientation services beyond the start of classes. However, due to limited staff resources and funding, a majority continued to provide orientation to selected students instead of all new students.

Assessment

The minimum requirements for assessment, under the Board's plan were that new, non-exempt students enrolling in credit courses should be: assessed for competencies in language and computational skills; assisted in identifying aptitudes, interests, and educational goals; evaluated for learning and study skills; and referred to specialized support services as determined by the college. According to the 1988-89 progress reports, 60 percent of the colleges assessed selected new students, while 40 percent assessed all new students.

Areas of Assessment: Prior to 1987-88, almost all community colleges assessed students' language and computational skills. The majority of colleges reported increasing the number of areas in which students were assessed during 1988-89. All colleges assessed reading and mathematics skills; 97 percent assessed writing skills. More significantly, while only 13 percent of colleges provided study skills assessment prior to the implementation of matriculation, 57 percent of the colleges did so in 1988-89. Similarly, 48 percent of the colleges offered aptitude assessment, contrasted to 14 percent prior to matriculation.



Matriculation has also led to more colleges assessing students' skills in English as a Second Language (ESL). ESL assessment was provided by 76 percent of the colleges in 1988-89, compared to just under half (49%) prior to matriculation.

Assessment Methods: Most colleges had developed their own instruments for assessment of writing skills, and many colleges had developed assessment instruments for reading and computational skills as well. However, there is some concern over the lack of consistency among districts in the selection of cut-off scores used for placement into various levels of classes. The overall issue of cut-off scores is one that the Chancellor's Office is exploring.

Although it appears that more colleges are now using a wider variety of assessment methods (transcript reviews, counselor interviews, etc.), it also is clear that most colleges still define and implement assessment in terms of tests. Chancellor's Office staff noted, for example, that in most cases where alternative or additional assessment methods were specified, they were available on a by-request basis (i.e., the student him/herself was responsible for finding the service) or were used systematically only among special program students (EOPS, DSP&S, athletes, etc.). These colleges have been encouraged to use a wider variety of assessment methods among broader groups of students, as a regular part of the standard assessment process.

Conduct of Assessment: Classified staff and counselors provided most assessment services during 1988-89. Faculty also were involved in assessment in over half of the

colleges. Colleges have made significant efforts to provide students with assessment results in as timely a manner as possible. Scantron and other computer-scored answer sheets were used so that students could receive their results quickly. In addition, a large number of colleges also recorded and retrieved student assessment scores from on-line computer systems. Most colleges reported that no student received assessment results without access to counseling or assessment personnel to explain and interpret test scores.

Mandatory or Advisory Placement: Most colleges "mandated" assessment for advisement and/or course placement. However, college staff indicated that because of continuing limitations in data processing equipment and staff resources, they could not enforce mandatory assessment of students. Sufficient computer support was not available to verify if students had met established course prerequisites or had "tested out" of a course. In addition, most colleges had a variety of appeals or exemption procedures in place for students who objected to mandatory assessment. With respect to the use of assessment results, 99 percent of the colleges indicated that test scores were used for advisement, while 19 percent also reported some use of the results for mandatory placement. The new matriculation regulations, adopted by the Board in September 1989, established clear requirements that colleges must meet if assessment is used for mandatory placement.

Impact of Assessment: Seventy-nine percent of colleges reported they had made additions or changes to their curricula in 1988-89 to implement the assessment component. Basic skills assessment was the most frequently cited addition or change. One-half of the colleges reported that they had increased the number of basic skills courses offered on their campuses. Twenty percent also had added or increased the number of ESL classes or hired an ESL instructor. An additional two percent expanded the ESL curriculum so that they paralleled the English curriculum. Colleges also redefined course prerequisites, improved assessment instruments, designed preparatory programs for learning disabled students, and implemented career development courses.

Previously, concern had been expressed that the assessment process would limit the access of some students, particularly students enrolled in vocational programs, as well as part-time, re-entry, and nontraditional students. Despite a general increase in overall college enrollments, there is still apprehension, especially among faculty in career-vocational education, about the limiting impact of assessment on course enrollments. However, there was little hard data on student enrollments to substantiate these fears. In addition, colleges developed various innovations and compromises to respond to the concerns of the vocational education staff and still meet the objectives of matriculation. At one college, for example, students were allowed to take up to six units in vocational education before being given a skills assessment. When assessments were conducted, vocational instructors served as proctors and conducted the tests in the vocational education classrooms, where they believed students would be more at ease.

Counseling/Advisement

The Board's plan established two minimum requirements for the advisement/counseling component: that colleges develop a process that enables an educational plan to be completed for each new non-exempt student, and that such plans to be updated when of benefit to the student; and that colleges use comprehensive assessment results, as well as counseling and advisement, in providing programs and services deemed appropriate for student success.

The majority of colleges offered matriculation counseling/advisement services to all students in 1988-89. More than one-half of the colleges reported that counseling/advisement occurred either prior to or during registration. The majority also required counseling when a student was disqualified or placed on academic probation. Fifteen percent of the colleges required counseling more than once per term. Limited staff resources precluded more frequent counseling for the majority of students.

Counseling/Advisement Delivery: The Board's plan also recommended that colleges develop models that use counselors, instructors, and paraprofessionals to provide counseling/advisement services to students. Prior to the implementation of matriculation, counselors served as the primary agents for providing counseling/advisement services. Colleges reported using greater numbers of instructional faculty and paraprofessionals in 1988-89 to provide counseling/advisement to students than before matriculation. While 29 percent of the colleges reported using instructors for counseling/advisement to students prior to 1987-88, over one-half (56%) did so in 1988-89.

Instructional Faculty Advisement: Several colleges expressed an interest in using instructional faculty for student advising. Some had implemented instructor advisement as part of the advisement component of the matriculation program, while others reported that advising by instructors would be integrated into their matriculation program next year. Several were considering offering financial incentives and/or release time to encourage more instructional staff to participate in some form of advising. The reported benefits of faculty advisors include increased opportunities for one-on-one contact, reduced workload for counselors, and increased faculty involvement and interest in the matriculation program overall.

Student Educational Plan: During the second year of matriculation, a major counseling/advisement activity was continued implementation of a Student Educational Plan (SEP). During 1988-89, all colleges had SEPs for EOPS and DSP&S students. However, only 16 percent of colleges implemented SEPs for all new students. Both counselors and staff noted that while counseling services were offered to all students, limited staff resources restricted the colleges' ability to develop SEPs for all students.

Of those colleges that implemented an SEP during 1988-89, nearly two-thirds initiated the SEP at the first counselor contact, which also tended to be prior to registration. Thirty percent of the colleges initiated the SEP as part of orientation.

The Board's plan required an SEP to be updated "when of benefit to the student." Of those colleges implementing SEPs during 1988-89, 66 percent reported updating them whenever students changed their majors. Over half of the colleges (53%) indicated that the SEP is updated each time a student meets with a counselor. Prior to 1987-88, only 8 percent of the colleges did any systematic tracking of changes in students' educational goals. Such tracking generally was accomplished by asking students to confirm or state their educational goals at the time they registered for a new term. However, the updating and revising of educational plans were generally left to the students' initiative.

Limited State funding for matriculation (60%) and the lack of data processing support needed to computerize the plans were frequently cited as reasons limiting the updating of SEPs. Only a handful of colleges reported computerized SEPs in 1988-89, although more expected to accomplish that during 1989-90.

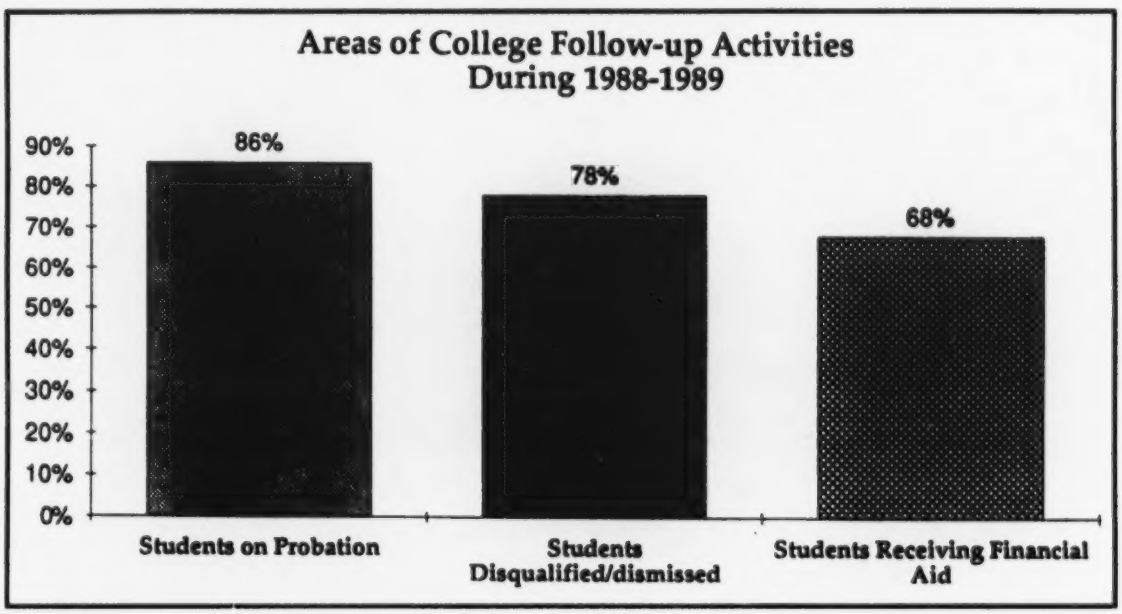
Impact of Matriculation on Counseling: A majority of colleges (88%) indicated limited staff resources as a barrier to implementing the counseling/advisement component. Due to limited staff resources and funds, some colleges offered group counseling sessions; students were encouraged to make individual appointments at a later date to discuss educational goals. Counselors objected to this method of advising, considering it an inappropriate counseling practice for students. However, administrators at these colleges noted that this method was the most efficient for serving an ever increasing number of matriculants.

Over one-half (52%) of the colleges indicated that limited data processing capabilities had also impeded the implementation of advisement/counseling. Counselors at these and other colleges reported frustration over the lack of data processing support for full computerized access to student records and educational plans. Although computer terminals were more available to counselors and staff in 1988-89 than previously, student information was not always on-line, and SEPs were rarely computerized.

In summary, most colleges strove to meet the minimum requirements of the Board's plan for the counseling/advising component. Most colleges have implemented a Student Educational Plan, but the plans, for the most part, are available only to selected students. Additionally, instructional faculty have taken a greater role in providing advising/counseling services, due in part to colleges' limited staff resources. A combination of staffing restrictions and limited data processing capabilities have hampered the ability of colleges to update educational plans on a regular basis or to augment counseling with comprehensive assessment results in recommending programs for students.

Student Follow-up

Student follow-up was partially implemented during 1988-89, with 40 percent of the colleges reporting they followed-up on all new students. However, most colleges continued to focus their follow-up efforts on students on probation (86%), students who had been disqualified/dismissed (78%), and students receiving financial aid (68%). Even so, these percentages represent increases over prior years. The major follow-up activities were letters to (95%) and interviews with students (89%).



Prior to the implementation of matriculation, the colleges were required to conduct systematic follow-up of students in certain categorical programs (EOPS, DSP&S, veterans) and of students receiving financial aid. Beyond these groups, the majority of colleges also conducted some type of follow-up on students in basic skills classes or those who were undecided about their educational goals. Use of computers to conduct follow-up was not widespread, other than to notify students of their academic status.

Two years into the implementation of matriculation, colleges' follow-up practices are still limited when compared to the recommended elements specified in the Board's plan, which are: 1) to assure that the academic progress of each student is regularly followed, and 2) to regularly assist students who have not declared an educational goal, who are enrolled in pre-collegiate basic skills courses, and/or who have been placed on academic probation. Primarily because of limited funding, many colleges have delayed the implementation of new or expanded follow-up activities in order to focus their efforts on the orientation, assessment, and counseling/advising

components of matriculation. Follow-up counseling is available to all students, but is rarely required, except for students experiencing significant academic problems.

According to the progress reports, follow-up is conducted by counselors at the vast majority of colleges (95%). Many colleges also reported assigning responsibility for follow-up to instructors (63%), peer advisors (45%), and other types of college staff (41%).

Almost half of the colleges (49%) reported that they had established some type of "early alert" system to notify students at midterm if they were in academic difficulty. At several colleges, instructional faculty supported the idea of implementing an early-alert system, but were concerned about the paperwork required and skeptical about the colleges' ability to help the students identified.

Many counselors felt that the expectations of matriculation for follow-up were not realistic, given the number of counselors available to serve students. In addition, most colleges reported that the major barriers to implementing follow-up were limited staff resources, funding, and data processing capabilities.

Coordination and Training

The Board's plan requires that colleges conduct staff development activities that are deemed critical to the success of matriculation, and that college personnel participate in activities sponsored by the Chancellor's Office to enhance the implementation of matriculation. Over 90 percent of the colleges conducted matriculation related training for selected faculty and staff in 1988-89.

Coordination: The Board recommended that responsibility for coordinating matriculation in a college be assigned to a single person with a span of authority that encompassed all areas. In 1987-88, 89 percent of the colleges reported they had a matriculation coordinator. By 1988-89, all colleges had an individual responsible for coordinating matriculation activities for the institution. On average, coordinators devoted 50 percent of their time to their duties, compared to an average of 45 percent the previous year. Almost all colleges (96%) coordinate matriculation activities through a Matriculation Advisory Committee. Most advisory committees had broad campus representation, encompassing all segments of the college staff and faculty.

The involvement of instructional faculty in matriculation activities varied from 10 percent of the colleges reporting "very involved" to 49 percent "moderately involved" to 38 percent "somewhat involved." Half of the colleges reported that the campus Academic Senate had been very or moderately involved in matriculation activities. It was noted, however, that greater emphasis in 1988-89 was given to including instructional faculty and deans on decision-making committees. On the whole, faculty appeared to have had ample opportunity to become involved in matriculation. As faculty participated to a greater degree in matriculation, they

became more aware of how assessment affected their class enrollments and how proper placement assisted in their students' success. The departments most involved in matriculation were English and Mathematics. These faculty tended to actively monitor assessment outcomes and were involved in validation studies of assessment instruments and cut-off scores.

Training: Consistent with findings from 1987-88 progress reports, those from 1988-89 showed that most colleges provided training to staff in counseling, admissions and records, and testing. In addition, a wide array of groups were included in staff development activities: members of the Academic Senate, general faculty, vocational education instructors, and student services staff. Progress report data further revealed that training for certain components has been provided selectively rather than to all staff. Over one-half of the colleges (60%) reported that student assistants had received training related to matriculation. The most common method for identifying training needs, reported by 30 percent of the colleges, was to rely on the recommendations of the Matriculation Advisory Committee.

A number of different training methods and strategies were used by the colleges. The most common was informal, "on-the-job" training, which was used by 90 percent of the colleges. Three-fourths of the colleges convened formal meetings to conduct in-service activities. Eighty-six percent preferred to use internal staff to provide training, compared to 47 percent who preferred outside consultants. Progress report data also showed that 90 percent of the colleges developed training manuals, and these were most often used with counseling, admissions and records, and testing staff.

Research and Evaluation

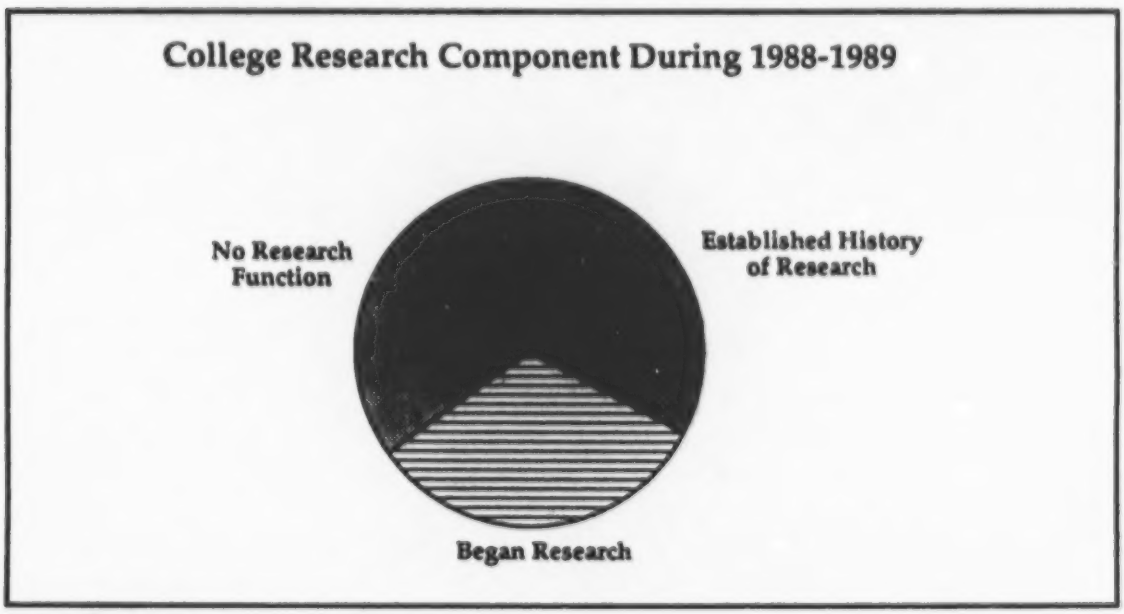
The majority of colleges (61%) reported they had delayed full implementation of the research and evaluation component. Colleges were collecting data, but generally these data were not being analyzed in any systematic fashion.

The Board's matriculation plan recommended that colleges utilize data gathered from the various components of matriculation to develop an integrated, computerized data base that can be used for longitudinal research, planning and evaluation of student outcomes, and developing institutional programs and services. Although a computerized data base is a recommendation, not a requirement, it is in reality a prerequisite for any major research or planning activity. Prior to matriculation, 63 percent of colleges had utilized a computer data base in conducting such activity. In the second year of matriculation, 88 percent reported that matriculation research data was available through the district mainframe computers.

The Board's plan also recommended that districts and colleges develop local policies governing access to computerized student information. Prior to matriculation, 73 percent of the colleges reported such policies in place. In 1988-89, 93 percent

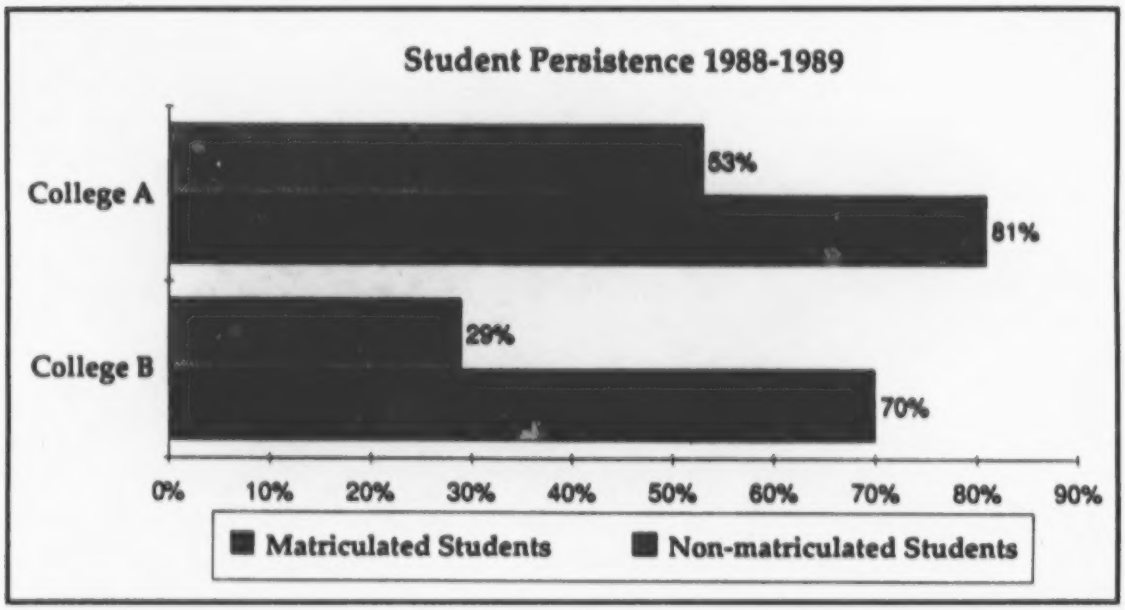
reported specific policies in place that assured the confidentiality of college or district computerized student information.

The research and evaluation component continues to be among the least consistently developed components of matriculation. Roughly one-third of the colleges appear to have an established history of research, and view it as an integral function of the college. Slightly more than one-third appear to have had no established research function prior to matriculation and, at least in 1988-89, continued to look to the Chancellor's Office for specific guidance and assistance in implementing research activities. The remaining colleges fall between these two extremes, with most beginning either to conduct or plan for research activities. More specifically, colleges reported that the major barriers to implementing the research component in 1988-89 were lack of staff resources (87%), level of funding (68%) and limited data processing capability (68%).



The Evaluation and Training Institute visited two colleges that had implemented the research component. The data analyzed by these colleges included student outcomes, as measured by grade point averages, course-completion rates, semester-to-semester persistence rates, and degrees and certificates earned. One college reported a steady increase in the semester-to-semester persistence rates of new matriculated students, from 62 percent in 1983 to 73 percent in 1988. This college also found that the first-to-second semester persistence rates for students who had participated in matriculation assessment and advisement were between 77 and 85 percent, as compared to 53 percent for those who did not participate. A second college reported even more positive results: first-to-second semester persistence rates were 70 percent for matriculated students, compared to 29 percent for eligible students who did not

participate in any component of matriculation. According to both colleges, faculty were now "buying-into" matriculation because they could see the positive results in the research data. Colleges indicated they planned to conduct research on such topics as: student movement from the ESL program to college majors; enrollment trends in vocational education prior to and after matriculation; outcomes for students who stated a goal of attaining degree or certificate; outcomes for students who appealed the recommendations of placement/counselor advisement; and student drop-outs.



During the 1988-89 academic year, model research studies were designed by a committee of community college researchers. These designs were disseminated to the colleges in the fall of 1989. Each community college will begin (if it has not done so) to conduct institutional research that will comprehensively evaluate the matriculation components. These research efforts will be underway (not completed) by June 1991. In December 1989, each college submitted an update of its matriculation research plan to the Chancellor's Office. The plan included the college's two-year plan for research, which required that the evaluation of at least half of the matriculation components would begin during the 1989-90 academic year.

Preliminary Cost Analysis

College expenditures for 1988-89 matriculation activities are currently being analyzed by the contracted evaluator, the Evaluation and Training Institute (ETI). A complete cost analysis will be available in ETI's final report, due to the Chancellor's Office in July 1990. Based on the preliminary analysis, the State allocation for matriculation accounts for approximately 14 percent of total operating expenditures.

The colleges are required to fund 75 percent of the total cost of matriculation, but in reality are funding 86 percent. This indicates a very strong commitment to matriculation on their part. ETI's preliminary analysis also indicates that the matriculation monies are being used to: 1) hire personnel, 2) develop and expand services such as assessment and orientation, and 3) purchase equipment that facilitates the implementation of matriculation.

Barriers to the Second Year of Program Implementation

In their 1987-88 progress reports, the colleges identified the major barriers to program implementation as the limited level of State funding for matriculation (20%) and delays in the receipt of State funds. In 1988-89, limited funding (60%) was again identified as a major problem. Other significant barriers inhibiting progress across components were inadequate staff resources and limited data processing capabilities. Frequently identified as barriers to implementation of certain components were factors such as inadequate facilities and lack of funding for local implementation of the statewide Management Information System (MIS).

Impact of Matriculation

Matriculation affected virtually all services and instruction provided in community colleges in 1988-89, but its strongest impact was felt in three areas: basic skills programs, counseling, and faculty and instruction.

Basic Skills Programs: As a direct result of the increase in assessment, more students have been identified as needing instruction in basic skills. In their progress reports, 79 percent of the colleges reported they had made additions or changes to their curricula as a result of assessment. Fifty percent reported they had increased the number of basic skills offerings on their campuses.

The increase in the identification of a need for basic skills instruction among new community college students was perceived to be positive by some colleges. Explained one Dean of Instruction, "Faculty support the changes that are taking place because they realize that the college is responding to better serve students. At our college, more remediation means more student success. Matriculation has enabled us to recognize and address this critical need." Although the identification of the need for basic skills instruction was widely viewed as positive, more than half of the colleges reported that some students were unable to enroll in basic skills courses because classes filled up early in the term and because the extent of the need for basic skills was greater than was anticipated.

Due to the demand for basic skills instruction, many colleges had difficulty finding enough qualified instructors to teach additional reading, basic math, and ESL. Chief Instructional Officers at several colleges reported they had spent a great deal of time

last year recruiting basic skills instructors. At some colleges, existing faculty were required to teach more basic skills classes, while other colleges increased their hiring of part-time instructors. Concomitant with the difficulty in finding faculty to teach additional or expanded basic skills classes, colleges were also challenged to find additional facilities in which to hold the classes. Another problem created by the need to increase basic skills instruction was the increased cost to the colleges. Most colleges felt that the State should provide additional state funding for basic skills instruction.

It appears that many colleges were somewhat overwhelmed by the impact of matriculation on basic skills instruction at their institutions. Although several colleges responded by adding more class sections, most were just beginning to address the long-term need for instructional changes and increased developmental courses. Further, matriculation has caused some colleges to re-examine their instructional priorities, such as the transfer function, and seek ways in which to reconcile them with their students' need for basic skills. It is evident that colleges are proposing to focus their attention on resolving basic skills issues and on restructuring their curricula to accommodate the increased demand for basic skills instruction.

Counseling: In student services, matriculation has thus far had its greatest impact on counseling. This is because at most colleges the counselors have had to assume the primary responsibility for providing matriculation services, including orientation, interpretation of assessment scores, course advisement, educational planning, and student follow-up, all in addition to their regular duties. The burden on counselors increased dramatically as more colleges began to implement and expand matriculation services to provide more comprehensive orientation and advisement and serve more students.

Matriculation has restructured the counseling function in California's community colleges. Prior to matriculation, community college counselors provided course advisement, career counseling, and a limited amount of personal counseling. The increase in the number of students to be served and the services to be provided has changed counselors' functions to the point where most counselors spend the majority of their time on orientation and course advisement, and a limited amount on career counseling.

Counselors report that matriculation has enabled them to refine and expand their programs to serve more students. It has provided them with better resources, such as computer terminals, and additional staff. Additionally, they feel that matriculation has served as a catalyst to improve the image of counselors, enhance counselor accountability, and increase communication and cooperation with the instructional faculty and other student services personnel. Several counselors reported that their greater contact with students during orientation had increased the number of subsequent counseling contacts, and that the matriculation process "plants a seed" in students' minds that makes them more comfortable about seeking counseling later on.

Unable to expand the number of counselors sufficiently, colleges have responded to the sudden increase in duties and students by restructuring the counseling process. Many are beginning to move toward a system of broader-based advising, one that involves paraprofessionals and instructional faculty in the advisement and follow-up components. Although this restructuring brings with it a host of new issues to be addressed, most colleges are beginning to feel that this is the only way to alleviate the burden on counselors and serve increasing numbers of students. For the most part, it appears that those colleges implementing faculty advisement programs and using paraprofessionals were pleased with the results.

Instructional Faculty Involvement: The reported benefits of faculty involvement in matriculation include increased opportunities for one-on-one advising, reduced workload for counselors, and increased involvement and interest in the matriculation program overall. Particularly in 1988-89, there was a greater emphasis on including instructional faculty and deans on decision-making matriculation committees.

Faculty at several colleges reported that students were tending to enroll in fundamental writing and math courses during their first semester as a result of assessment and advisement. Instructors were pleased at the increased enrollments in their classes and those in other disciplines reported that their students were better prepared because counselors had encouraged them to take their English and math "up front."

Overall, matriculation is assisting colleges significantly, enabling the identification of student needs, allowing for increased interaction between instructional faculty and support services personnel, expanding curricular choices, improving placement and advisement, informing students of their choices and obligations, and providing colleges and districts with greater research and training opportunities.

1989-90 Matriculation Activities

California's community colleges and districts will continue towards full implementation of all matriculation components, conduct research on at least half of these components, and review existing plans to assure compliance with matriculation regulations.

To assist the colleges in fully implementing matriculation by June 30, 1991, the Chancellor's Office Matriculation Unit is engaged in several major activities during the 1989-90 academic year. A Matriculation Assessment Advisory Committee (MAAC) has been established that includes representatives from each of the consultation groups, regional coordinators, and Chancellor's Office staff. This committee provides guidance and assistance to the Matriculation Unit concerning issues related to the implementation of matriculation.

Earlier this year, colleges received revised Matriculation Progress and Expenditure Report forms, as well as computer disks to facilitate the completion of the required reports. Workshops were conducted in August, and the reports were submitted to the Chancellor's Office in the fall of 1989. Copies of these reports were sent to the Evaluation and Training Institute for analysis and, in addition, were reviewed by the Matriculation Unit. Written comments regarding the reports on second-year implementation were sent to each district chancellor, college president, and matriculation coordinator. The reporting format will be revised this spring to assure consistency with the matriculation plans and regulations.

Matriculation regulations were adopted by the Board of Governors in September 1989 and will become effective in the spring of 1990. In response to a Board directive, a second set of regulations, designed to expand and complete the initial regulations, has been drafted and will be reviewed through the consultation process. This second set of regulations will be presented to the Board in spring 1990. A work group has been convened to draft guidelines for implementing these *Title 5* regulations.

During the 1988-89 academic year, model research studies were designed by a committee of community college researchers. These designs were disseminated to the colleges in the fall of 1989. Each community college will begin (if it has not done so) to conduct institutional research that will comprehensively evaluate the matriculation components.

An outside consultant has been contracted to finalize standards and criteria for evaluating assessment instruments. Procedures will be established for the review process, and the most frequently used core instruments will be reviewed by June 30, 1990, for their compliance with the Board's standards and principles and with *Title 5* regulations.

A consultant has been retained to assist a field-based work group in the review of the cost-analysis data, the matriculation funding formula, and the student services standards related to program-based funding.

The assessment manual begun by the Matriculation Assessment Advisory Committee is nearing completion, and will be incorporated into a Matriculation Resource Manual which will be disseminated in sections to the colleges, beginning in the spring of 1990.

A matriculation/basic skills conference, entitled "Planning for Student Success," will be held April 26-27, 1990 in Sacramento. Workshops and keynote speakers will focus on technical assistance, implementation issues, and the necessity for bridging student services and academic affairs.

The Matriculation Unit will continue to offer technical assistance to the colleges via phone calls, written responses, publication of *Questions & Answers*, and regional

meetings and workshops. The Matriculation Unit staff will also coordinate with the Research Unit for ongoing evaluation of student outcomes related to matriculation. In addition, a program accountability and review process is being designed by the unit.

Future Focus

The Community College System is progressing well in implementing matriculation, given the comprehensiveness of the process, the limited funding prior to 1989-90, and the lack of an operating statewide information system. Chancellor's Office efforts will be focused on three areas in assisting the colleges to reach full implementation by June 30, 1991:

1. **Successful Implementation of the Matriculation Regulations**

   Title 5 implementing guidelines will be developed and an implementation schedule will be established. Constant review and refinement of the regulations and guidelines will occur to allow the Chancellor's Office and the field to work in concert to provide quality matriculation programs.

2. **Technical Assistance to the Field**

   Continuing assistance to the districts during the ensuing years of implementation will focus on the less-developed components, including research and evaluation, student follow-up, and student educational plans. The funding process will also be examined. Assessment standards and principles will be finalized, and an assessment approval process will be developed.

3. **Communication with the Management Information Systems Unit and the Research Unit**

   Close involvement will continue to occur with these two units in order to assist the colleges and the Chancellor in gathering and interpreting information necessary to demonstrate student outcomes and to facilitate positive program modifications.

The Chancellor's Office Matriculation Unit became fully staffed during the fall of 1990 and is coordinating its efforts with other Chancellor's Office divisions and units in assisting the colleges to meet the important challenges of matriculation.

APPENDIX A

CHAPTER 1467

(Assembly Bill No. 3)

An act to add Article 1.5 (commencing with Section 78210) to Chapter 2 of Part 48 of the Education Code, relating to community colleges, and making an appropriation therefor.

[Approved by Governor September 30, 1986. Filed with Secretary of State September 30, 1986.]

I am reducing the appropriation contained in Section 2(a) of Assembly Bill No. 3 from $55,196,000 to $6,151,000.

The reductions are reflected as follows:

Section 2(1) I eliminate this appropriation

Section 2(2) $34,296,000 to $6,151,000.

The reduction has two effects:

1. It will eliminate the one-half-year funding provided in the bill for matriculation.

2. It will provide, after taking into consideration the fiscal impact of AB 216 which I have previously signed, one-half of full funding for community colleges with declining average daily attendance.

When the 1987–88 legislative session convenes, it is my intention to seek full funding for the matriculation (which was funded for one-half-year only) and the remaining one-half of the declining average daily attendance provisions. I support full funding of the matriculation program which was added to my Budget and the declining average daily attendance provisions which I included in my Budget. However, because of the Legislature's failure to complete their own budget process, I am obligated to make these reductions in order to protect California's fiscal integrity. When the Legislature sent me their budget in June, they relied upon an additional $302 million in income. I set aside funding for these programs, awaiting the necessary legislation implementing the Legislature's budget action. Unfortunately, the Legislature has failed to send me a bill fully funding these programs, thus requiring this action.

With this reduction, I approve Assembly Bill No. 3.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 3, Campbell. Community colleges matriculation.

Existing law contains no provisions relating to student matriculation programs at community colleges.

This bill would require the Chancellor of the California Community Colleges to fully implement specified matriculation services in the community colleges, and would define the term "matriculation" for these purposes. This bill would require the chancellor to report to the Legislature by March 15, 1989, regarding the effectiveness of these programs and to make recommendations as to the continuation of matriculation programs at community colleges. This bill would require the chancellor to report to the Legislature by March 15 of each year thereafter regarding the implementation of these programs.

This bill would require, that, no later than January 1, 1986, the chancellor appoint an advisory committee to assist in the development of the evaluation.

The bill would also require the chancellor to submit a report to the Legislature on or before April 1, 1988, evaluating the comparative utility of the matriculation process services to students with differing educational objectives.

This bill would make these provisions operative in the 1986–87 fiscal year and each fiscal year thereafter only if funds are specifically appropriated for this purpose.

This bill would appropriate $21,000,000 to the Board of Governors of the California Community Colleges for the matriculation services implemented pursuant

to the bill, and would provide a legislative declaration that the funds appropriated by this bill for matriculation purposes are for half year costs in the 1986–87 fiscal year. This bill also would appropriate $34,196,000 to augment a specified item in the 1986 Budget Act for community colleges with declining average daily attendance.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Article 1.5 (commencing with Section 78210) is added to Chapter 2 of Part 48 of the Education Code, to read:

ARTICLE 1.5

Student Matriculation

§ 78210. This article shall be known and may be cited as the Seymour-Campbell Matriculation Act of 1986.

§ 78211. It is the intent of the Legislature to do all of the following:

(a) Ensure equal education opportunity for all Californians.

(b) Ensure that students receive the educational services necessary to optimize their opportunities for success.

(c) Provide students with the information to establish realistic educational goals, and ensure that the matriculation process does not exclude students from receiving appropriate educational services at community colleges.

§ 78211.5. (a) The Chancellor of the California Community Colleges shall initially provide for full implementation of the matriculation services specified in Section 78212 in as many community colleges as the funds appropriated for this purpose allow.

(b) Because of the need to develop and evaluate data on a standard statewide basis concerning the implementation and effectiveness of the matriculation services described in this article, any college or district receiving funding under this article shall agree to carry out its provisions as specified, but shall be bound to that agreement only for the period during which funding is received pursuant to this article. The obligations of the college or district under the agreement shall include, but not be limited to, the expenditure of funds received pursuant to this article for only those matriculation services approved by the chancellor and the contribution toward the purposes of this article of such matching funds as the chancellor may require pursuant to Section 78216.

§ 78212. (a) For purposes of this article, "matriculation" means a process that brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objectives. The agreement involves the responsibilities of both parties to attain those objectives through the college's established programs, policies, and requirements.

The student's responsibilities under the agreement include the expression of at least a broad educational intent upon enrollment, the declaration of a specific educational objective within a reasonable period after enrollment, diligence in class attendance and completion of assigned coursework, and the completion of courses and maintenance of progress toward an educational goal according to standards established by the college, the district, and the state.

(b) Matriculation services to be made available by the colleges shall include, but are not limited to, all of the following:

(1) Processing of the application for admission.

(2) Orientation and preorientation services designed to provide to students, on a

timely basis, information concerning campus procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate.

(3) Assessment and counseling upon enrollment, which shall include, but not be limited to, all of the following:

(A) Administration of assessment instruments to determine student competency in computational and language skills.

(B) Assistance to students in the identification of aptitudes, interests and educational objectives, including, but not limited to, associate of arts degrees, transfer for baccalaureate degrees, and vocational certificates and licenses.

(C) Evaluation of student study and learning skills.

(D) Referral to specialized support services as needed, including, but not limited to, federal, state, and local financial assistance; health services; campus employment placement services; extended opportunity programs and services provided pursuant to Article 8 (commencing with Section 69640) of Chapter 2 of Part 42; campus child care services provided pursuant to Article 4 (commencing with Section 8225) of Chapter 2 of Part 6; programs that teach English as a second language; and disabled student services provided pursuant to Chapter 14 (commencing with Section 67300) of Part 40.

(E) Advisement concerning course selection.

(4) Postenrollment evaluation of each student's progress, and required advisement or counseling for students who are enrolled in remedial courses, who have not declared an educational objective as required, or who are on academic probation, as defined by standards adopted by the Board of Governors of the California Community Colleges and community college districts.

§ 78213. (a) No district or college may use any assessment instrument for the purposes of this article without the authorization of the chancellor. The chancellor may adopt a list of authorized assessment instruments pursuant to the policies and procedures developed pursuant to this section and the intent of this article. The chancellor may waive this requirement as to any assessment instrument pending evaluation.

(b) The chancellor shall review all assessment instruments to ensure that they meet all of the following requirements:

(1) Assessment instruments shall be sensitive to cultural and language differences between students.

(2) Assessment instruments shall be used as an advisory tool to assist students in the selection of an educational program.

(3) Assessment instruments shall not be used to exclude students from admission to community colleges.

(c) The chancellor shall establish an advisory committee to review and make recommendations concerning all assessment instruments used by districts and colleges pursuant to this article.

§ 78214. (a) All participating districts shall, with the assistance of the chancellor, establish and maintain institutional research to evaluate the effectiveness of the matriculation services described by this article and of programs and services designed to remedy students' skills deficiencies.

(b) The data base for this research shall include, but not be limited to:

(1) Prior educational experience, including transcripts when appropriate, as determined by the chancellor.

(2) Educational objectives.

(3) Criteria for exemption from assessment or required counseling or advisement, if applicable.

(4) Need for financial assistance.

(5) Ethnicity, sex, and age.

(6) Academic performance.

(7) Any additional information that the chancellor finds appropriate.

(c) The evaluation provided for by this section shall include an assessment of the effectiveness of the programs and services in attaining at least the following objectives:

(1) Helping students to define their educational goals.

(2) Assisting institutions in the assessment of students' educational needs.

(3) Matching institutional resources with students' educational needs.

(4) Providing students with specialized support services as referred to in subdivision (b) of Section 78212.

§ 78215. The Board of Governors of the California Community Colleges shall establish criteria for exempting students from participation in orientation, assessment testing, or required counseling or advisement under this article.

§ 78216. (a) The Legislature recognizes that community college districts are currently funding various components of student matriculation through existing counseling, assessment, and other student services, but that adequate student matriculation cannot be realized without supplemental funding support.

(b) The chancellor shall develop a formula for funding student matriculation services at community colleges. The formula shall include the requirement that the districts or colleges contribute matching funds in an amount to be established by the chancellor in each case, and shall reflect, but not be limited to, all of the following considerations:

(1) The number of students to receive matriculation services at each college.

(2) The levels of support for matriculation services provided at each college prior to July 1, 1985, and the need for funding assistance in the implementation of the program set forth in this article.

(3) The relative needs for matriculation services, based on special student populations such as low-income students, students with language differences, students with physical and learning disabilities, and students in need of remedial instruction.

(4) The requirement that funds for matriculation services be expended only for services approved by the chancellor.

(5) The requirement that any district or college receiving funding pursuant to this section agree to implement this article during the period in which it receives that funding.

(6) The need for computer hardware and software to provide approved matriculation services, and for institutional research personnel for ongoing evaluation.

(c) The chancellor shall require participating colleges to develop a plan for student matriculation that reflects all of the following:

(1) A method for providing the services specified in Section 78212.

(2) The college budget for the matriculation services pursuant to Sections 78212 and 78214.

(3) The development and training of staff and faculty to implement the matriculation services.

(4) In multicampus districts, the coordination of the college matriculation plan with other college plans.

(5) Computerized information services and institutional research and evaluation necessary for implementation of this article.

(d) The chancellor may allocate up to 5 percent of the total funds appropriated for student matriculation for state administrative operations to carry out the intent of this article, subject to the review of the annual budget process.

§ 78217. (a) By no later than January 30, 1987 and prior to the allocation of any

funding for purposes of this article to local districts, the chancellor shall provide the Department of Finance, Legislative Analyst, California Postsecondary Education Commission, and the education policy committees and the fiscal committees of the Legislature with a comprehensive management plan for implementation of matriculation programs pursuant to the provisions of this article.

(b) On or before March 15, 1989, the chancellor shall submit a report to the Legislature evaluating the effectiveness of those community college matriculation programs receiving funding under this article for the 1986–87 academic year. The report shall cover operation of the programs during the 1986–87 and 1987–88 fiscal years, and shall include the chancellor's recommendations regarding the improvement of student matriculation, the continued operation of student matriculation services, and the funding of those services. The chancellor shall include in the report information on the success rate of students who enroll in courses contrary to the recommendations and advice of college advisement staff.

(c) On or before March 15 of each year thereafter, the chancellor shall provide a progress report to the Legislature on the implementation of this article. The chancellor may require participating districts or colleges to provide data for the completion of these reports.

(d) No later than January 1, 1986, the chancellor shall appoint an advisory committee to assist in the development of the evaluation required by this section; however, the Legislature recognizes that to promote the effective implementation of this program, the chancellor may wish to appoint the advisory committee prior to that date.

(e) On or before April 1, 1988, the chancellor shall submit a report to the Legislature evaluating the comparative utility of matriculation services to students with differing educational objectives.

§ 78218. In the 1986–87 fiscal year and each fiscal year thereafter, this article shall be operative only if funds are specifically appropriated for the purposes of this article.

SEC. 2. (a) The sum of fifty-five million one hundred ninety-six thousand dollars ($55,196,000) is hereby appropriated from the General Fund to the Board of Governors of the California Community Colleges for local assistance as follows:

(1) Twenty-one million dollars ($21,000,000) for matriculation purposes pursuant to Article 1.5 (commencing with Section 78210) of Chapter 2 of Part 48 of the Education Code.

(2) Thirty-four million one hundred ninety-six thousand dollars ($34,196,000) for the purposes of augmenting category A of Item 6870-101-001 of Section 2.00 of the 1986 Budget Act (Chapter 186 of the Statutes of 1986) for community colleges with declining average daily attendance.

(b) The Legislature declares that funds appropriated by this act for matriculation purposes are for half year costs in the 1986–87 fiscal year.

APPENDIX B

Student Matriculation:
A Plan for Implementation

Adopted by the Board of Governors
of the California Community Colleges
January 23, 1987

Chancellor's Office
Division of Student Services
and Special Programs

Introduction

This plan recognizes that the systemwide matriculation program is a combined effort of the Board of Governors and the local community college districts. Under this model, districts will be accountable for meeting minimum standards adopted by the Board of Governors and for meeting their local plan objectives. Such plans will include a commitment from each district to provide full matriculation services to all students not otherwise exempted within three years, subject, of course, to the adequacy of funding.

This update continues the policies governing matriculation, which the Board of Governors adopted in 1984 in its document, *Student Matriculation: A Plan for Implementation in the California Community Colleges*, and conforms to applicable provisions of AB 3, signed by the Governor on September 30, 1986. However, this draft updates the 1984 Plan by:

a. Eliminating the 1984 proposal to phase-in matriculation over four years on a college to college basis, by replacing it with a systemwide start-up in July 1987 (if funds are available), and phasing in matriculation within the colleges over a three-year period.

b. Reformatting the 1984 Plan's discussion of matriculation components by restating the content in the form of minimum requirements and recommendations for each component and, in some cases, simplifying component labels.

c. Restating the 1984 Plan's discussion of the purposes of matriculation by incorporating language responsive to the Board's statement on the enrollment of minorities, and by stating the overall goals of matriculation as derived from related discussions in the 1984 Plan.

d. Including a discussion of the basic roles of local districts and the Chancellor's Office when implementing matriculation in the first three and a half years.

These revisions were made to bring the 1984 Plan up to date and to respond to concerns that the matriculation plan be explicit about the objectives to be achieved, and the accountability expected.

Board's Statement of Philosophy on Matriculation

California community colleges are committed to serving adults of all ages who can profit from instruction, and they have a special responsibility to ensure equal access to postsecondary education. Colleges provide transfer education, employment preparation instruction, continuing and community education and community services,

as well as student support services to enable students to participate successfully in the programs of the colleges.

In carrying out these functions and responsibilities, the community colleges have an obligation to assist students in attaining their educational goals by providing information and guidance concerning the choices that are available to them. Students, in turn, have a responsibility to pursue their goals with respect for college standards and a sense of accountability in the use of public funds.

Definition of Matriculation

Matriculation is a process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective. The agreement acknowledges responsibilities of both parties to attain those objectives through the college's established programs, policies and requirements. On the college's part, the agreement includes providing an admission process; an orientation to college programs, services and procedures; pre-enrollment assessment and counseling; advisement and counseling for course selection; a suitable curriculum or program of courses; continuous follow-up on student progress with referral to support services when needed; and a program of institutional research and evaluation. On the student's part, the agreement includes expression of at least a broad educational intent at entrance and willingness to declare a specific educational objective within a reasonable period of enrollment, diligence in class attendance and completion of assigned coursework, and completion of course and maintenance of progress toward an educational goal according to standards established by the college and the State of California.

Purposes and Goals of Matriculation

The purpose of matriculation is to ensure access to appropriate programs and courses offered by community colleges to all students who can benefit, and to facilitate successful completion of student educational objectives in accordance with applicable standards of educational quality as determined by the Board of Governors and local trustees.

The goals of matriculation include, but are not limited to, the following primary and subsidiary goals:

1. *Student Success.* To increase the extent to which students attain their educational objectives by:

    a. Enabling them to make wise educational choices concerning the programs and courses to pursue based upon clear and sensitive appraisals of their

skills, interests, and aptitudes in relation to the programs and courses offered.

b. Enabling students to complete the units they attempt with satisfactory grades and to persist from term to term.

c. Identifying the support services that students need to succeed (such as financial aid or child care), and by assisting students to meet those needs.

d. Strengthening student motivation to succeed through the above and by providing more frequent performance feedback and encouragement.

2. *Institutional Effectiveness.* To increase the efficacy with which colleges and districts deliver their educational programs and services by:

a. Enabling them to further strengthen partnerships among instructional, service, and administrative staff based upon restructuring of roles and responsibilities as locally determined to be necessary for implementing matriculation.

b. Enabling them to increase collection and utilization of student, curriculum, and services information for purposes of systematic planning, monitoring and evaluation.

c. Increasing local and systemwide accountability by clarifying student and institutional responsibilities and by establishing performance measurements that are appropriate to both.

d. Increasing efficient use of district resources by improved student retention, and better workload planning and delivery of programs and services.

e. Incorporating into local matriculation plans special emphasis on increasing the participation of students who are underrepresented in specific vocational and transfer programs.

Matriculation Components to be Offered

Districts and colleges will implement matriculation so as to achieve, at minimum, the requirements of this section. Recommendations offered to districts should be considered when defining specific institutional practices.

1. Admissions Component

a. Minimum Requirements

1) The admissions component will assure that information about new students is obtained, stored, and capable of being utilized to assist the individual student, the institution, and the Chancellor's Office in fulfilling the purpose, goals, and accountability expectations of this plan.

2) Exemption of students from participating in the orientation, assessment, and/or counseling and advisement components of this plan will be determined by local boards of trustees, and the criteria utilized will be reported to the Chancellor together with the number of students so exempted for statewide evaluation purposes.

b. Recommendations

1) That districts/colleges utilize the application for admission as a source of student data for meeting local and statewide data requirements.

2) That data collected during the application process include information for determining a student's exemption status, for determining whether alternate or additional assessment will be needed, for screening student goals, for discovering extra curricular interests, and for obtaining transcripts of prior work according to locally determined policies.

3) That districts/colleges encourage early application by students.

4) That at minimum districts/colleges consider exempting from participation in orientation, assessment, and counseling and advisement components, students who: have completed an associate degree or higher; provide scores from recently taken skills tests which are comparable to those used by the college; seek to enroll only in courses not dependent on skill prerequisites (such as some performing arts or physical fitness courses).

5) That districts/colleges permit otherwise exempted students who wish to participate in orientation, assessment, and/or counseling and advisement components to be served.

6) That districts not generally exempt students who: enroll only in evening classes; enroll in fewer than some number of units; do not

wish to participate; are undecided about objectives; and do not intend to earn a degree or certificate.

2. Orientation Component

   a. Minimum Requirements

      1) The orientation component will assure that all new (non-exempt) students will be acquainted with the college's programs, services, academic expectations, procedures, and campus grounds.

      2) The orientation process should be available to students on a timely basis.

   b. Recommendations

      1) That the orientation process begin prior to the time a student begins classes, and may extend beyond the beginning of classes.

      2) That districts/colleges consider utilizing workstudy and/or other student employees to assist in orientation programs.

      3) That districts/colleges consider utilizing student body organizations to also assist in conducting orientation programs.

3. Skills Assessment and Student Evaluation Component

   a. Minimum Requirements

      1) New (non-exempt) students enrolling into credit courses will be assessed for competencies in language and computational skills; assisted in identifying aptitudes, interests, and educational goals; evaluated for learning and study skills; and referred to specialized support services, and/or to supplemental assessments as determined by the college.

      2) Districts/colleges are expected to participate with the Chancellor's Office in an evaluation of assessment practices and instruments to ensure these are valid, reliable, sensitive to cultural and/or linguistic differences among students, and that assessment information is used for advisement, counseling, student follow-up, research, and accountability purposes. In order to conduct evaluation of tests utilized by districts/colleges in meeting the requirements of applicable law and of the plan, the Chancellor will invoke Education Code Section 78213(a), under which he may waive

his authority to authorize the use of specific tests by districts/colleges for the purpose of evaluating such tests. Test authorization will be waived on a year-to-year basis until evaluations of test use are completed. Thereafter, the Chancellor will authorize locally-used tests.

b. Recommendations

1) That districts/colleges collect assessment results in such a way they can be entered into a computerized student information system.

2) That district/colleges develop local policies governing access to computerized student information to ensure student confidentiality is appropriately maintained while permitting access to selected student information for authorized users.

4. Advisement and Counseling and Course Selection Component

a. Minimum Requirements

1) The advisement and counseling and course selection component will provide for a process that enables a student educational plan to be completed for each new non-exempt student, and for such plans to be updated when of benefit to the student.

The student educational plan shall identify the student's educational objectives and the courses, services, and programs to be used to achieve them.

2) When placing students into courses, colleges will utilize the results of the comprehensive assessment, combined with appropriate counseling and advisement, and will provide the programs and services deemed appropriate for student success in accordance with applicable local and statewide policies.

b. Recommendations

1) That districts/colleges develop models to utilize counselors, faculty members, and paraprofessionals to provide appropriate counseling and advisement, consistent with applicable regulations.

2) That districts/colleges, where applicable, substitute student plans developed pursuant to EOPS and/or DSPS requirements for the Student Educational Plan expected of this component.

5. Student Follow-up Component

a. Minimum Requirement

The student follow-up component will assure that the academic progress of each student is regularly followed and that special efforts will be made to regularly assist students who have not declared an educational goal or objective, who are enrolled in pre-collegiate basic skills courses, and/or who have been placed on probation.

b. Recommendations

1) That districts/colleges provide appropriate counseling/advisement at least once each term to students not having clear goals, who are on probation, and/or who are enrolled in pre-collegiate basic skills courses.

2) That districts/colleges utilize computerized information systems to accomplish regular follow-up, to detect early signs of academic difficulty, to communicate more frequently with all students concerning their progress, and to identify students having transfer or vocational potential for the purpose of providing specialized services or encouragement.

6. Institutional Research and Evaluation Component

a. Minimum Requirements

1) Institutions will adopt means for evaluating the effect of local matriculation practices in achieving their local and statewide purposes and objectives, including the impact of matriculation components on other college programs and services.

2) Districts/colleges will participate in a statewide evaluation of matriculation during the first three and a half years of implementation. Information requirements for matriculation will be derived, to the greatest extent possible, from the Management Information System.

b. Recommendation

That districts/colleges utilize data gathered from the various components of matriculation to develop an integrated, computerized data base that is

useful for longitudinal research, planning, and evaluation of student outcomes and institutional programs and services.

7. Coordination and Training Component

   a. Minimum Requirement

      That local matriculation practices will be coherently implemented and that colleges will conduct staff development activities they deem critical for matriculation to succeed.

   b. Recommendations

      1) That districts/colleges assign coordination responsibility to a single position having a span of authority sufficient to encompass all six matriculation activities, particularly during the initial phase-in stages of implementation.

      2) That districts/colleges participate in activities sponsored by the Chancellor's Office to enhance the implementation of matriculation.

Role of Districts and Colleges

1. General Responsibilities

   Districts are responsible to the Board of Governors as well as to local constituents for adherence to applicable policies governing matriculation when holding colleges within district jurisdiction accountable to these policies. Colleges are responsible for direct implementation of matriculation in accordance with locally prepared plans approved by local trustees and by the Chancellor.

2. Local Matriculation Plans

   Districts will submit to the Chancellor's Office for each college within its jurisdiction a three year matriculation plan, will implement matriculation in accordance with the plan, and will submit annual progress reports to the Chancellor. Local college plans will be reviewed by the Chancellor for approval in relation to the minimum requirements of this plan. The Chancellor will also review college plans in relation to:

   a. The goals of the local matriculation program and how they respond to the Board's goals for matriculation (as defined on pages 2 and 3).

b. The objectives to be attained by the matriculation program and by each of its components in each of the three years.

c. The activities to be undertaken, and the resources allocated to achieve the activities.

d. Applicable enrollment and services data.

e. The evaluation plan.

The three year plan will cover the 1987 fiscal year through fiscal year 1989, and will be due on or before May 15, 1987. Colleges will prepare matriculation plans using formats designed by the Chancellor's Office. All colleges, when preparing three year plans, are expected to include objectives that would achieve full implementation of matriculation in the 1989-90 academic year.

Role of Board of Governors and the Chancellor's Office

1. Board of Governors

The Board is responsible to the Legislature for adopting policies which meet the requirements of applicable law and legislative intent concerning the implementation of matriculation in the California Community Colleges. This responsibility includes reviewing annual progress reports on matriculation, and adopting new or revised policies as may be appropriate for the successful implementation of matriculation.

2. Chancellor's Office

The Chancellor is responsible to the Board for administering matriculation policies as adopted by the Board, and for directing staff as may be appropriate when carrying out the supportive, allocation, accountability, and evaluation functions noted below.

a. Statewide Support and Assistance

1) Consultation

The Chancellor's consultation process will be utilized to effectively communicate policy and administrative matters among 70 districts and 106 colleges, and shall utilize the consultation process to implement matriculation, to obtain comments and recommendations from districts and colleges affecting matriculation and related matters during implementation. In addition, the Chancellor will

utilize the consultation process for developing policies prior to Board consideration.

2) Training

The Chancellor will work with districts, colleges, and voluntary groups to identify areas of training and staff development necessary for implementing matriculation effectively, and will work with districts, colleges, and voluntary groups in providing the training necessary.

3) Program Development

The Chancellor will work with districts and colleges during the implementation process to identify and develop program improvements, and to monitor the impact of matriculation on student access and success. In particular, the Chancellor will work with districts and colleges to ensure that assessments are appropriate and effective. The Chancellor will take corrective action, as appropriate, if it is reasonably demonstrated that matriculation is not achieving its purposes of ensuring student access and student success.

b. Allocations and Expenditures

1) Allocations

In each fiscal year the Board of Governors will request an appropriation adequate to fund the succeeding year's costs of implementing matriculation at the local and systemwide levels, utilizing data submitted by districts and colleges and costing procedures developed by MPR Associates of Berkeley.

Once the state appropriates the resources to be made available for implementing matriculation, the Board of Governors authorizes the Chancellor to allocate these resources utilizing principles developed by MPR Associates, making adjustments the Chancellor deems appropriate. When determining that adjustments should be made, the Chancellor will utilize the consultation process.

Allocations to districts and colleges will be of two kinds: one-time costs for data processing; and the annual costs of on-going operations. In making allocations, the Chancellor shall not reward districts/colleges which have made no progress, nor penalize districts/colleges which have proceeded.

Data processing allocations will be based upon the following formula: $30,000 + $6.30 x Headcount Credit Enrollment per college. The resulting amount is the sum for which colleges are eligible in meeting the one-time data processing requirements of implementing local matriculation plans. College by college allocations for data-processing may be added together in multi-college districts where college data processing support for matriculation is dependent on coordination through district-wide data processing systems.

The Chancellor may set aside a portion of the total data processing appropriation, not to exceed 1.5% of the data processing amount, for the purpose of developing joint projects between the Chancellor's Office and districts. The function of the joint projects will be to economize and/or coordinate areas of data processing support for local matriculation implementation. In determining the nature of specific joint projects, the Chancellor will utilize the consultation process.

Operating cost allocations will be based upon the following formula: Weighted Enrollment x $11.95, where the weighted enrollment equals 2 x No. of New Students + the No. of Continuing Students + .4 x the No. of Enrollments in Pre-Collegiate Basic Skills courses.

Statewide, colleges are expected to meet 75% of the full estimated cost of matriculation, and the state is expected to meet 25% of the full estimated cost of matriculation. The Chancellor is authorized to adjust local and state contribution expectations to meeting matriculation costs in the event resources at the state or local level are inadequate, or in the event cost estimates change due to enrollment or price shifts.

2) Disbursements

Districts will receive state matriculation allocations through the apportionment procedures and will be expected to keep matriculation expenditure accounts that enable identification of all matriculation expenditures.

c. Accountability

The Chancellor will approve local matriculation plans to ensure compliance with minimum requirements and may, upon review of the plan, recommend changes as may be appropriate to strengthen the effectiveness of such plans or to enable them to achieve policy compliance. The Chancellor will further establish and conduct, as appropriate, on-site

program reviews and/or audits to ensure that local operations conform to plans, and may approve changes to local plans or offer recommendations designed to improve local operations.

d. Evaluation

A draft RFP for the evaluation of matriculation covering a three year period will be submitted to the Department of Finance together with the final version of this plan. Districts will be expected to collect data in accordance with the research requirements beginning in the spring of 1988. The research design will attempt to specify matriculation outcomes for each of the matriculation components and for matriculation as a whole. The evaluation design will also include provisions for assessing the effectiveness with which districts, colleges, and the Chancellor's Office performed their respective implementation roles.

Appendix
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APPENDIX C

THE STATEWIDE EVALUATION OF MATRICULATION

SECOND YEAR INTERIM REPORT ON PROGRAM IMPLEMENTATION, 1988-89

Submitted By:

THE EVALUATION AND TRAINING INSTITUTE
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January 24, 1990

EXECUTIVE SUMMARY

In 1987, the Chancellor's Office of the California Community Colleges contracted with the Evaluation and Training Institute (ETI) to conduct a three- and one-half year evaluation of the implementation of matriculation, a legislatively mandated program to assist community college students in identifying and achieving their educational goals. This interim report presents the findings of ETI's evaluation of matriculation implementation during the second program year, 1988-89.

The findings and conclusions discussed here are based on two activities: a review of the 1988-89 Annual Progress and Expenditure Reports submitted by all colleges to the Chancellor's Office, and onsite visits to a sample of ten colleges to review matriculation implementation issues.

PROGRAM IMPLEMENTATION

In the second year of the state matriculation program, the community colleges estimated they served over 1.5 million students (fall and spring terms) with one or more of the seven components of the matriculation program: admissions; orientation; assessment; counseling/advisement; student follow-up; research and evaluation; and coordination and training. The number of students served in the core components ranged from 337,000 in orientation to 825,000 in counseling.

In 1988-89, the community colleges made progress toward full implementation of most of the components of matriculation. All colleges had implemented portions of the admissions, orientation, assessment, counseling/advisement, coordination and training, and student follow-up components. Research and evaluation was the only component for which more than half of the colleges reported they had delayed implementation of major activities (61 percent reporting delays).

Specific findings regarding each component of matriculation are briefly discussed below.

- In admissions, **73 percent of colleges reported they had procedures to identify students needing specialized assessment and/or support services,** which is a substantial increase over the 15 percent of colleges which assessed student service needs prior to matriculation.

- While the majority of colleges (67 percent) continued to provide orientation services to selected new students instead of all new students, **more colleges expanded their orientation activities.** Seventy-five percent of colleges offered orientation after classes began, as compared to 53 percent which did so prior to matriculation.

- **More colleges expanded the areas in which students were assessed** to include career interests (78 percent in 1988-89 compared to 23 percent prior to matriculation), ESL assessment (76 percent compared to 49 percent); study skills (57 percent compared to 13 percent); and aptitudes (48 percent compared to 14 percent).

- The counseling component appeared to be the most impacted in 1988-89. Ninety-two percent of colleges provided counseling/advisement to all new students. **In order to accommodate the increased number of students, 56 percent of colleges involved faculty and 37 percent used paraprofessionals to provide services.** This is an increase over the 29 percent of colleges using faculty advisors and the 15 percent using paraprofessionals prior to matriculation.

- **More colleges implemented a student educational plan (SEP) in the second year** (88 percent of colleges as compared to 29 percent prior to matriculation). Sixteen percent of colleges implemented SEPs for all new students; in most colleges, SEPs are prepared for students in special programs such as EOPs and athletics. In our site visits, most colleges appeared to use either a one semester's schedule of courses or a preformatted program outline as an SEP. Some colleges are also experimenting with a degree audit system as an alternative to the SEP.

- Student follow-up was partially implemented this year, with 40 percent of colleges reporting they followed-up on all new students. **Most colleges continued to focus their follow-up efforts on students on probation (86 percent), students who had been**

disqualified/dismissed (78 percent) and students receiving financial aid (68 percent). The major follow-up activities were letters to (95 percent) and interviews with students (89 percent).

- **The majority of colleges (61 percent) reported they had delayed full implementation of the research and evaluation component.** Colleges were collecting data, but generally these data were not being analyzed in any systematic fashion. Most colleges felt there was a lack of direction from the Chancellor's Office regarding the type of data to be collected and the research function in 1988-89. In the fall of 1989, colleges were provided with a set of model research designs, which should help further progress in this component for the 1989-90 year.

- Regarding the Chancellor's Office, colleges in our site visits felt it had not provided sufficient statewide leadership in 1988-89, primarily due to the turnover in the position of Chancellor's Office Matriculation Coordinator.

There were two environmental factors that adversely impacted the colleges' ability to fully implement matriculation components, or limited the number of students served: 1) colleges received 60 percent of full funding for matriculation and, 2) the statewide Management Information System (MIS) was not funded for the second consecutive year. While the 60 percent funding level was an increase over the prior year's 20 percent funding, it still meant colleges needed to adjust their service and implementation plans. These first two years of reduced funding appear to have dampened the enthusiasm and slowed the momentum for matriculation at many colleges. In recognition of the delays, the State Chancellor, in consultation with the field, changed the date for full implementation of matriculation from June 30, 1990 to June 30, 1991.

The lack of funding for the statewide MIS also had a major impact on the implementation of matriculation in the second year. Many colleges indicated they were holding their data processing funding for matriculation in reserve until the final specifications for the MIS were available. Their rationale was that they would then have to make one set of adjustments to accommodate the data collection requirements of both MIS and matriculation. While there may be some merit to this argument, the functional result is that these colleges have for a second year delayed implementation of those components of matriculation most impacted by computer systems, which include student follow-up and research and evaluation.

IMPACT OF MATRICULATION

Overall, colleges felt that matriculation had several positive impacts, including:

- It focused the college on student needs and student success. As one matriculation coordinator expressed it, matriculation promoted a proactive position of helping students succeed rather than passively asserting students had a right to fail;
- Improved coordination and cooperation between Instruction and Student Services; and
- The process highlighted any gaps in the delivery of student services and instruction and enabled the colleges to begin addressing those needs.

Matriculation had its strongest impact in three areas of the college: basic skills programs, counseling, and faculty and instruction.

Basic Skills Programs. As a direct result of increased assessment, there have been more students identified as being in need of basic skills classes and courses. In their progress reports, 79 percent of colleges reported they had made additions or changes to their curriculum as a result of assessment. Fifty percent of the colleges reported the number of basic skills offerings on their campus had increased. When asked if there were any factors preventing students from enrolling in basic skills courses, 63 percent of colleges responded that students enrolled too late in the term, 57 percent that indicated many classes did not accommodate students' schedules, and 56 percent indicated that a greater need for classes than anticipated.

Along with the increase in the number of basic skills sections has been a discussion of the extent to which the community college is becoming a "remedial" institution. Most college administrators and faculty have recognized the value of proper course placement on students' success. However, the rapid increase in the basic skills programs in some colleges has forced the college to examine the structure of its course offerings and curriculum.

Restructuring of Counseling. Matriculation has restructured the counseling function in the state's community colleges. Prior to matriculation, community college

counselors provided course advisement, career counseling and a limited amount of personal counseling. The increase in the number of students to be served and the services to be provided has restructured counselors' functions to the point where most counselors spend the majority of their time on course advisement and orientation, and a limited amount on career counseling. While some counselors view matriculation as one means of serving more students, others view the change as one instance where "more is less." At the base of the counseling issue is the questions of who should provide various forms of student advisement. Those colleges that have used paraprofessional and involved faculty have lessened, to some extent, the burden on the counseling department.

Faculty and Instruction. Matriculation is beginning to impact faculty and their role in the classroom. This year, for the first time, ETI observed colleges in which faculty were taking an active role in matriculation beyond selection of assessment instruments. Some faculty are serving as academic advisors; others conducting in-class activities designed to strengthen students' study skills and enhance their chances for success. There appeared to be more involvement of faculty both in the matriculation components, and in infusing the matriculation philosophy into the classroom. This development will be tracked in the 1989-90 year.

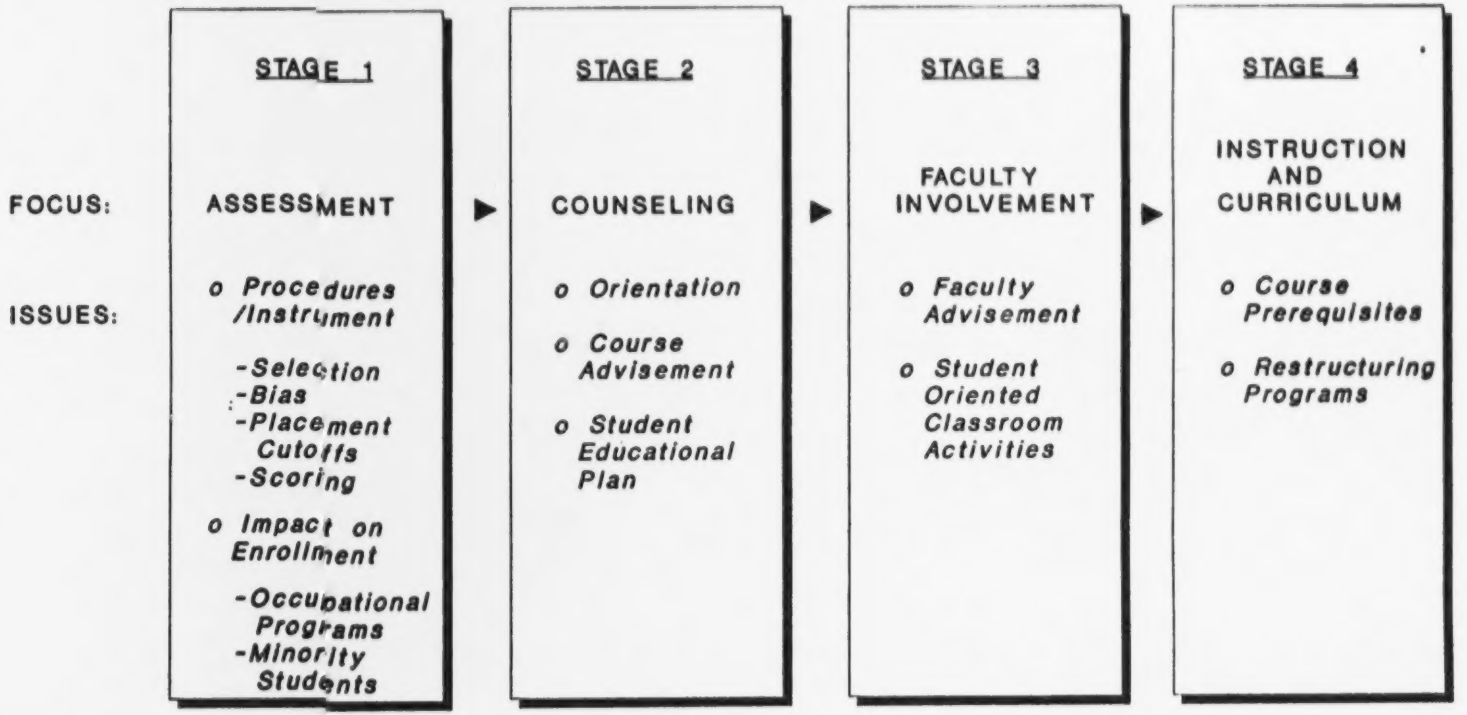
MATRICULATION LIFECYCLE

From these evaluation findings, similarities have emerged in the steps colleges appear to go through in implementing matriculation. To capture these similarities, we have identified certain "stages" that colleges progress through in moving toward full implementation of the program. These stages are characterized by the colleges' focus of staff and resources on one or another set of issues. Colleges move to the next stage when the focus of concern shifts to another area, even though the earlier concerns may also continue to be present. After two years of matriculation implementation, the four stages that we have identified thus far are: Assessment, Counseling, Faculty Involvement, and Instruction and Curriculum.

A schematic representation of these stages, referred to as the "Matriculation Lifecycle," is presented in Figure 1 on the following page. Below is our initial definition of each of the four stages identified thus far:

Assessment. The first set of issues that most colleges dealt with in implementing matriculation were those relating to assessment. While most colleges had some form of assessment prior to 1987, the matriculation program led colleges to approach assessment in a much more systematic fashion, both with respect to the assessment

FIGURE 1
MATRICULATION IMPLEMENTATION LIFECYCLE



instruments used and the process for assessing students. In beginning to implement matriculation, the major issues that colleges focused on were those regarding the assessment procedures (including instruments), the potential impact of a mandatory assessment program on student enrollments, and the unexpected impact of assessment on remedial instruction. With respect to assessment, the major concerns dealt with:

- the process for selecting or developing appropriate instruments,
- the means of ensuring that the selected instruments were not inadvertently biased,
- the process for scoring the assessment and relaying the results back to students and counselors, and
- setting the cutoff scores for use in placing students in the appropriate level course.

Simultaneous with the focus on assessment instruments was the concern over the potential for a negative impact on student enrollments as more students were asked to go through the assessment process. This concern has generally proved to be unfounded and usually disappeared after colleges had fully implemented the assessment component.

Counseling. The second major set of issues colleges dealt with in implementing matriculation were those revolving around the role and function of the counseling department. As discussed earlier in this report, the counseling function is probably the single college function most impacted by matriculation. Most colleges have chosen to give counselors responsibility for conducting several major matriculation activities. At most colleges, counselors' duties include the provision of student orientation, the interpretation of assessment scores, development of students' educational plan, and student follow-up in addition to their traditional role in providing student counseling and advisement.

For the most part, the focus of matriculation in the second stage was on the operational procedures used by the college and the counseling department in managing the sudden increase in students to be served. Strategies included moving from individual counseling to group activities and classified and instructional staff in matriculation activities. Some colleges redefined the counselor's role and hired part-time paraprofessionals to assist students with routine questions or information.

Others began to involve faculty in providing orientation, and limited follow-up activities. In other colleges, the philosophy was that students were best served by counselors, and the focus was on the need to hire more counseling staff.

Faculty Involvement. Resolution of the issues relating to counseling appeared to shift the college's focus onto increasing the involvement of faculty in matriculation. In addition to involving faculty in orientation, colleges in this third stage were actively seeking to develop some type of formal faculty advisement program. Program ideas ranged from "university-style" advisement to department advisors, trained by counselors and responsible for advising students regarding a particular major or field. Typically faculty would work with counselors to define the role of the faculty in advisement activities. Many colleges in this stage also appear to be working with faculty to define a process for their involvement in formalized tracking and follow-up activities.

At one Stage 3 college, faculty were being actively involved in designing and implementing in-classroom activities to encourage students to persist in the course and in college. Among the activities mentioned were setting hard attendance policies, scheduling at least one meeting per semester with each student outside of the classroom, and providing students with an "in-class orientation" to the course and to successful study habits.

Instruction and Curriculum. In the fourth stage colleges will begin to focus on the larger issues of the impact of matriculation on the instructional program and the overall curriculum. This year, ETI observed two of the ten colleges visited at the third stage. However, at both colleges staff felt that the next stage was to restructure the curriculum, in light of the increased need for basic skills courses as well as the Title V regulations regarding the identification of course prerequisites. This restructuring might mean the development of new courses, the identification of new course sequences, and most likely, changes in the courses and scheduling of courses offered.

The Lifecycle presents a framework for understanding the process of implementing matriculation, and may serve as a rough indicator of how far colleges have progressed in implementation. In the first year of the evaluation, most colleges were in the Assessment or Counseling stages. In the second year, most colleges appeared to have addressed Assessment to the point where Counseling was the major focus. We also observed some colleges in which Faculty Involvement was the focus, and from discussions at these colleges, identified the fourth stage, Instruction and Curriculum, as their likely focus for 1989-90. In future years, we will review this

Lifecycle to verify the stages we have identified thus far, and to add new stages as they emerge.

INTERIM RECOMMENDATIONS

The following recommendations are offered in the spirit of enhancing the matriculation program and, more specifically, the process by which colleges' progress toward meeting the goals of matriculation is to be evaluated. There may be additional recommendations in the final report to the Chancellor's Office in June, 1990.

Recommendation 1: ***Given that the State Chancellor has established the date for full implementation of matriculation as June 30, 1991, the timeframe for the evaluation should be adjusted so that any decision regarding the effectiveness or future funding of the program be delayed until March, 1993.***

In our final report last year, ETI suggested that five years was the minimum amount of time necessary to fully evaluate the effectiveness of such a major educational reform effort. The restriction of funding in the first two years makes it even more critical that adequate time be allowed for a fair assessment of the program and its effects on students and colleges. In addition, the continued delays in the statewide MIS mean that sufficient data for the evaluation may not be available until the 1989-90 program year. If the statewide MIS is operational next year, the first preliminary data will be available for inclusion in the March, 1991, evaluation report. We recommend that the timeframe for the evaluation be adjusted so that the final report of the overall effectiveness of matriculation occurs two years after the colleges have had full funding. This timeframe should allow for three years of data regarding student outcomes.

Recommendation 2: ***The State Chancellor's Office must clearly define the criteria against which colleges will be held accountable in the implementation of matriculation.***

There are at least three sets of guidelines for matriculation: those specified in the original legislation (AB 3, Seymour-Campbell Matriculation Act); those in the 1987 Board of Governors' *Student Matriculation: A Plan for Implementation;* and those in various directives from the State Chancellor's Office. The Board of Governors' plan presents a series of minimum requirements for each component of matriculation, implementation of which the colleges are to be held accountable. However, the specifics of these minimum requirements are not fully defined, Furthermore, there are some areas of the legislation that are not addressed in the Board of Governors' plan, notably student outcomes including the requirement that colleges report on "the success rate of students who enroll in courses contrary to the recommendations and advice of college advisement staff."

We should note that the Board of Governors passed a first set of matriculation regulations in September, 1989, and that additional regulations are being prepared for submission to the Board in the spring of 1990. In these regulations, the Board of Governors should adopt clear criteria against which colleges' implementation of matriculation and the overall effectiveness of the matriculation program will be measured. These criteria should be developed in conjunction with the colleges and the statewide evaluators, and then clearly communicated back to the districts and colleges.

This recommendation parallels one in our previous report, in which we discussed this issue in terms of local autonomy versus state objectives. Even if the Board of Governors' continues to permit local college boards of trustees to develop and set certain definitions within matriculation (such as the criteria for exemption from matriculation components), the Board must still specify what measures the college will be held to in evaluating the success of the program both in the college and for the individual student.

Recommendation 3: ***The Chancellor's Office should standardize the colleges' matriculation reporting requirements.***

The Annual Matriculation Progress and Expenditure reports requested from colleges by the Chancellor's Office have changed dramatically between 1987-88 and 1988-89. While most of the changes were designed to improve the quality of the data provided, the total amount of information requested from colleges increased. Some of the data elements requested in the 1988-89 progress report were similar to those requested by ETI in our telephone survey of matriculation coordinators, conducted last year. However, the format and response options differed. There are also gaps in the data collected in the 1988-89 progress reports that we will seek to fill with our next telephone survey of coordinators, to be conducted this spring.

College staff have repeatedly emphasized to the ETI study team and to the Chancellor's Office the need for advance notice regarding the data to be collected. Since the progress reports are issued after the end of the program year, it is difficult, if not impossible, for a college to report data that it had no system for collecting during the year. Furthermore, college staff also expressed the opinion that the reporting requirements were occasionally duplicative. The Chancellor's Office should, along with the ETI evaluation team, seek to develop a standard instrument for reporting matriculation data from the colleges. A secondary goal in the development of this instrument should be to minimize the amount of data collected and focus the instrument on those measures that match the accountability criteria set forth by the Board of Governors.

Recommendation 4: ***The progress reports should collect data consistent with the accountability criteria for matriculation implementation.***

In order for the colleges to conduct local evaluations of their own progress toward full implementation of matriculation, and in order for the statewide evaluation to determine the aggregate level of progress, the data reported by colleges must be consistent with the criteria set by the Board of Governors for matriculation accountability. At the present, there are activities recommended by the Board of Governors 1987 plan that are not assessed in the progress reports, such as use of student employees or student body organization in orientation programs. In reviewing the data collected in the progress reports, the Chancellor's Office should seek to ensure that each criterion for implementation is addressed and, conversely, that each data element is necessary for the evaluation.

Recommendation 5: ***The State Chancellor's Office should take a more proactive role in providing assistance and guidelines to colleges regarding the implementation of various components of matriculation, and the outcome data to be collected.***

Once the State Chancellor's Office has established a clear set of criteria that colleges are to be held accountable for in implementing matriculation, the Chancellor's Office matriculation staff should take a proactive role in providing guidelines and assistance to colleges. During our site visits, we received several requests for assistance in the areas of selecting assessment instruments, especially ESL assessments, defining the role of college counselors and faculty in providing student advisement, developing a student educational plan, and defining and collecting student outcome data. The requestors were not asking for hard requirements, but were looking for assistance and statewide leadership. The ultimate success of the matriculation program statewide will depend in a large part on the quality and extent of the leadership and support provided by the Chancellor's Office.

APPENDIX D

1. Section 51024 is added to Chapter 1 of Division 2 of Title 5 to read:

51024. Matriculation Services.

When matriculation services have been fully funded, as certified by the Chancellor in accord with policies adopted by the Board of Governors, the governing board of each community college district shall:

(a) adopt and submit to the Chancellor a matriculation plan as required under Section 55510;

(b) evaluate its matriculation program and participate in statewide evaluation activities as required under Section 55512(c);

(c) provide matriculation services to its students in accordance with Sections 55520 and 55521;

(d) establish procedures for waivers and appeals in connection with its matriculation program in a manner consistent with Section 55534; and

(e) substantially comply with all other provisions of Chapter 6 (commencing with Section 55500) of Division 6 of this part.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 78210-78218, Education Code.

2. Chapter 6 of Division 6 of Part VI of Title 5 is added to read:

Chapter 6. Matriculation Programs
Article 1. Scope and Definitions

55500. Scope and Implementation.

(a) This chapter implements and should be read in conjunction with the provisions of the Seymour-Campbell Matriculation Act of 1986, c. 1467, Stats. 1986, codified as Education Code Section 78210 et seq. The purpose of this chapter is to further equality of educational opportunity and success for all students in the California Community Colleges. This chapter sets forth minimum standards for district matriculation programs and further elaborates requirements for the assessment component of matriculation.

(b) The requirements of this chapter apply only to districts receiving funds pursuant to Education Code Section 78216 for the period of time during which such funds are received. The Chancellor shall, in consultation with districts and other interested parties, adopt a schedule for implementing the provisions of this chapter as expeditiously as possible within the constraints of available funding. The schedule shall be coordinated with the implementation and funding of the systemwide management information system and the accountability mechanisms established pursuant to Education Code Section 71020.5.

(c) Minimum standards for the enforcement of this chapter, as set forth in Section 51024, shall not become effective until the Chancellor certifies, in accordance with established policies of the Board of Governors, that matriculation has been fully funded. Until that time, the Chancellor shall ensure that funds allocated to community college districts pursuant to Education Code Section 78216 are used in accordance with district matriculation plans developed as provided in Section 55510.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 71020.5, 78210-78218, Education Code.

55502. Definitions.

For purposes of this chapter, the following definitions shall apply:

(a) "Matriculation" means a process that brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective through the college's established programs, policies, and requirements. This agreement is to be implemented by the student's individual educational plan required under Section 55520(d).

(b) "Assessment" means the process of gathering information about individual students to facilitate student success and the aggregation of such information to evaluate programs and institutions. Assessment may include, but is not limited to, information regarding the student's study skills, English language proficiency, computational skills, aptitudes, goals, learning skills, career aspirations, academic performance, and need for special services. Assessment involves the collection of such information at any time before or after enrollment, except that the process of assigning a grade by an instructor shall not be considered part of the assessment process. Once a grade has been assigned and recorded in a student's transcript, it can be used in the assessment process.

(c) "Assessment instruments, methods or procedures" means one or more assessment instruments, assessment methods, or assessment procedures, or any combination thereof. These include, but are not limited to, interviews, standardized tests, holistic scoring processes, attitude surveys, vocational or career aptitude and interest inventories, high school or college transcripts, specialized certificates or licenses, educational histories and other measures of performance. The term "assessment instruments, methods or procedures" also includes assessment procedures such as the identification of test scores which measure particular skill levels, the administrative process by which students are referred for assessment, the manner in which assessment sessions are conducted, manner in which assessment results are made available and the length of time required before such results are available.

(d) "Pre-collegiate basic skills courses" are those courses in reading, writing, computation, learning skills, study skills, and English as a Second Language which are designated by the community college district as non-degree credit courses pursuant to Section 55002(b) of this part.

(e) "Disproportionate impact" occurs when the percentage of persons from a particular racial, ethnic, gender, age or disability group who are directed to a

particular service or placement based on an assessment instrument, method or procedure is significantly different than the representation of that group in the population of persons being assessed and that discrepancy is not justified by empirical evidence demonstrating that the assessment instrument, method or procedure is a valid and reliable predictor of performance in the relevant educational setting.

(f) "Exemption" means waiving or deferring a student's participation in orientation, assessment, counseling or advisement required pursuant to subsections (b), (c), and (f) of Section 55520.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 78212 and 78213, Education Code.

Article 2. Planning and Administration

55510. Matriculation Plans.

(a) Each community college district shall adopt a matriculation plan describing the services to be provided to its students. The plan shall include, but not be limited to, a description of the methods by which required services will be delivered, the district's budget for matriculation, plans for faculty and staff development, computerized information services and institutional research and evaluation necessary to implement this chapter, criteria for exempting students from participation in the matriculation process, procedures for establishing and validating prerequisites pursuant to Section 58106, and, in districts with more than one college, arrangements for coordination by the district of the matriculation plans of its various colleges.

(b) The plan shall be developed in consultation with representatives of faculty, students, and staff with appropriate expertise.

(c) Such plans shall conform to the requirements of this chapter and shall be submitted to the Chancellor for review and approval. Plans submitted prior to the effective date of this section need not be revised or resubmitted, if the Chancellor finds that they meet the requirements of this chapter. Regardless of when plans are initially submitted, the Chancellor may require periodic updates of such plans.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 78216, Education Code.

55512. Evaluation.

(a) Each community college district shall establish a procedure for ongoing evaluation of its matriculation process to ensure compliance with the requirements of this chapter.

(b) As part of the evaluation required under subsection (a), all assessment instruments, methods or procedures shall be evaluated to ensure that they minimize or eliminate cultural or linguistic bias and are being used in a valid manner. Based

on this evaluation, districts shall determine whether any assessment instrument, method or procedure has a disproportionate impact on particular groups of students described in terms of ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact. Community college districts shall also evaluate the impact of assessment policies on particular courses or programs.

(c) The Chancellor shall establish a system for evaluation of the matriculation program on a statewide basis, including procedures for monitoring compliance with the requirements of this chapter.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Sections 78214 and 78217, Education Code.

55514. Data Collection.

Each community college district shall submit, through the established management information system or otherwise, the data to be collected for evaluation purposes pursuant to Education Code Section 78214 and Section 55512 of this part. Such data shall specifically include, but is not limited to, the information necessary to permit the Chancellor to determine the following:

(a) the proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, who are placed in pre-collegiate, associate-degree applicable, or transfer level courses in reading, writing, computation or English as a Second Language.

(b) the proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, who enter and complete pre-collegiate basic skills courses.

(c) the proportion of students from various ethnic, gender, age or disability groups, as defined by the Chancellor, completing pre-collegiate basic skills courses who subsequently enter and complete courses applicable to the associate degree;

(d) outcome and retention data indicating the effectiveness of matriculation, including a comparison of students who participated with those who were exempted by category of exemption;

(e) the basis on which the use of particular assessment instruments, methods or procedures was validated by a district;

(f) the numbers of students exempted, pursuant to Section 55532, from participation in the district's matriculation program, by category of exemption;

(g) the number of students filing complaints pursuant to 55534 and the bases of those complaints; and

(h) any other matter the Chancellor, after consultation with community college districts, deems necessary for the effective evaluation of matriculation programs.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 78214, Education Code.

55516. Training and Staff Development.

Each community college district shall develop and implement a program for providing all faculty and staff with training appropriate to their needs on the provision of matriculation services, including but not limited to, the proper purpose, design, evaluation, and use of assessment instruments, methods or procedures, as well as their limitations and possible misuse.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 78216, Education Code.

Article 3. Matriculation Services

55520. Required Services.

At a minimum, each community college district shall provide students seeking enrollment in credit courses, except as exempted pursuant to Section 55532, with all of the following matriculation services:

(a) the processing of applications for admission;

(b) orientation and pre-orientation services designed to provide the students, on a timely basis, information concerning college procedures, academic expectations, financial assistance, and any other matters the college or district finds appropriate;

(c) assessment and counseling;

(d) completion of a student educational plan for each student which identifies the student's educational objectives and the courses, services, and programs to be used to achieve them;

(e) postenrollment evaluation of each student's progress;

(f) required advisement or counseling for students who are enrolled in pre-collegiate basic skills courses, who have not declared an educational objective as required, or who are on academic probation as defined in Section 55754 of this part; and

(g) referral to specialized support services which may be available, including, but not limited to, financial aid, health services, campus employment placement services, Extended Opportunity Programs and Services, campus child care services, programs that teach English as a Second Language and Disabled Students Programs and Services.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 78212, Education Code.

55521. Prohibited Practices.

In implementing matriculation services, community college districts shall not do any of the following:

(a) use an assessment instrument which has not been approved by the Chancellor pursuant to Section 55524, except that the Chancellor may permit limited field-testing, under specified conditions, of new or alternative assessment instruments where such instruments are not used for placement and are evaluated only in order to determine whether they should be added to the list of approved instruments;

(b) use any assessment instrument in a manner or for a purpose other than that for which it was developed or has been otherwise validated;

(c) use any single assessment instrument, method or procedure, by itself, for placement, required referral to appropriate services, or subsequent evaluation of any student; provided however that in the case of assessment instruments, the use of two or more highly correlated instruments does not satisfy the requirement for use of multiple measures;

(d) use any assessment instrument, method or procedure to exclude any student from admission to a community college;

(e) use any assessment instrument, method or procedure for mandatory placement of a student in or exclusion from any particular course or educational program, except that districts may establish appropriate prerequisites pursuant to Sections 55002, and 58106; or

(f) use any assessment instrument, method or procedure which has the purpose or effect of subjecting any student to unlawful discrimination prohibited by Chapter 5 (commencing with Section 59300) of Division 10 of this part.

NOTE: Authority cited: Section 11138, Government Code; Sections 66700, 70901, and 84500.1, Education Code.
Reference: Section 11135, Government Code; Sections 72011, 78211, 78213, and 84500.1, Education Code.

55522. Special Accommodations.

Matriculation services for ethnic and language minority students and students with disabilities, shall be appropriate to their needs, and community college districts shall, where necessary, make modifications in the matriculation process or use alternative instruments, methods or procedures to accommodate the needs of such students. Districts may require students requesting such accommodations to provide proof of need. Extended Opportunity Programs and Services (EOPS) and Disabled Students Programs and Services (DSPS) are authorized, consistent with the provisions of Chapter 1 (commencing with Section 56000) and Chapter 2.5 (commencing with Section 56200) of Division 7 of this part, to provide specialized matriculation services and modified or alternative matriculation services to their respective student populations. Notwithstanding this authorization, participation in the EOPS and DSPS programs is voluntary and no student may be denied necessary accommodations in the assessment process because he or she chooses not to use specialized matriculation services provided by these programs. Modified or

alternative matriculation services for limited or non-English-speaking students may be provided in English as a Second Language programs.

NOTE: Authority cited: Section 11138, Government Code; Sections 66700, 70901, and 84500.1, Education Code.
Reference: Section 11135, Government Code; Sections 72011, 78211, 78213, and 84500.1, Education Code.

55524. Assessment.

The Chancellor shall establish and update, at least annually, a list of approved assessment instruments and guidelines for their use by community college districts. These guidelines shall identify modifications of an assessment instrument or the procedures for its use which may be made in order to provide special accommodations required by Section 55522 without separate approval by the Chancellor. Such guidelines shall also describe the procedure by which districts may seek to have assessment instruments approved and added to the list. The Chancellor shall ensure that all assessment instruments included on the list minimize or eliminate cultural or linguistic bias, are normed on the appropriate populations, yield valid and reliable information, identify the learning needs of students, make efficient use of student and staff time, and are otherwise consistent with the educational and psychological testing standards of the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 78213, Education Code.

Article 4. Appeals, Waivers, Student Rights and Responsibilities

55530. Student Rights and Responsibilities.

(a) Every student shall have the right to enroll in any community college class for which he or she can meet necessary and valid prerequisites, if any, which have been established pursuant to the requirements of Section 58106.

(b) Community college districts shall take steps to ensure that information, in written form, is available to all students, in class schedules, catalogues, or other appropriate publications, describing their rights under this chapter.

(c) Districts shall also take steps to ensure that the matriculation process is efficient so that students are not discouraged from participating in college programs.

(d) Students shall be required to express at least a broad educational intent upon enrollment, declare a specific educational objective within a reasonable period after enrollment, diligently attend class and complete assigned coursework, and complete courses and maintain progress toward an educational goal according to standards established by the district, consistent with the requirements of Chapter 9 (commencing with Section 55750) of Division 6 of this part. The governing board of each community college district shall adopt clear written policies defining the specific

responsibilities of students and the consequences of failure to fulfill such responsibilities. Student responsibilities shall also be identified in the student's educational plan developed pursuant to Section 55520(d). This plan, and the student's placement under the plan, shall be reviewed and updated as necessary.

(e) Information obtained from the assessment process shall be considered student records and shall be subject to the requirements of Chapter 6 (commencing with Section 54600) of Division 5 of this part.

NOTE: Authority cited: Sections 66700 and 70901, Education Code.
Reference: Section 78212, Education Code.

55532. Exemptions.

(a) Community college districts may elect to exempt certain students from participation in orientation, assessment, counseling or advisement, as required by subsections (b), (c), or (f) of Section 55520. Each such district shall establish policies specifying the grounds for exemption. Such policies shall be identified in the matriculation plan required under Section 55510 and the number of students so exempted shall be reported, by category, to the Chancellor pursuant to Section 55514.

(b) District policies may exempt any student who:

(1) has completed a associate degree or higher;

(2) provides scores from recently taken skills tests which are on the list of instruments approved by the Chancellor pursuant to Section 55524.

(c) Any student exempted pursuant to this section shall be notified that he or she is covered by an exemption and shall be given the opportunity to choose whether or not to participate in that part of the matriculation process.

(d) District policies may not use any of the following as the sole criterion for exempting any student who does not wish to participate:

(1) the student has enrolled only in evening classes;

(2) the student has enrolled in fewer than some specified number of units;

(3) the student is undecided about his or her educational objectives; or

(4) the student does not intend to earn a degree or certificate.

(e) As part of the statewide evaluation provided for under subsection (c) of Section 55512, the Chancellor shall analyze and recommend necessary changes regarding the impact on the matriculation program of the exemption policies adopted by community college districts.

NOTE: Authority cited: Sections 66700, 70901, and 78215, Education Code.
Reference: Section 78215, Education Code.

55534. Violations, Waivers and Appeals.

(a) Where students are required by a community college district to meet prerequisites under Section 58106(b)(2) or (b)(3), a student may object to such requirement on the grounds that the necessary course is not available. The district

shall promptly (within 5 working days) determine whether, the required course was available and if not, the district shall waive the prerequisite for that term.

(b) An allegation that a community college district has violated the provisions of subsection (f) of Section 55521 or has established a discriminatory prerequisite subject to challenge under subsection (d)(3) of Section 58106 shall be considered a complaint of unlawful discrimination and shall be filed, investigated and resolved pursuant to Chapter 5 (commencing with Section 59300) of Division 10 of this part.

(c) Each community college district shall establish written procedures by which students may challenge any other alleged violation of the provisions of this chapter or of Section 58106. Districts shall investigate and attempt to resolve any such complaints. Such complaint procedures may, by action of the governing board, be consolidated with existing student grievance procedures. Records of all such complaints shall be retained for at least three years after the complaint has been resolved and shall be subject to review by the Chancellor as part of the statewide evaluation required under Section 55512(c).

NOTE: Authority cited: Section 11138, Government Code; Sections 66700 and 70901, Education Code.
Reference: Sections 11135-11139.5, Government Code; Sections 78211, and 78213, Education Code.

3. Section 58106 is added to Chapter 2 of Division 9 of Title 5 to read:

58106. Prerequisites and Other Limitations On Enrollment.

(a) In order to be claimed for purposes of State apportionment, all courses shall be open to enrollment by any student who has been admitted to the college, except that students may be required to meet necessary and valid prerequisites established pursuant to this section. In addition, a community college district may also limit enrollment in a course based on health and safety considerations, facility limitations, or legal requirements imposed by statute or regulations. The district governing board shall adopt policies identifying any such requirements and establishing fair and equitable procedures for determining who may enroll in affected courses. Such procedures may:

(1) limit enrollment on a "first come first served" basis or utilize other nonevaluative selection techniques to determine who may enroll; or

(2) limit enrollment to those students capable of meeting relevant skill prerequisites established pursuant to subsection (b)(3) of this section.

(b) Upon recommendation by the curriculum committee, pursuant to section 55002 of this Part, a district may, subject to the conditions set forth in subdivision (c), require completion of any of the following types of prerequisites:

(1) It is permissible to require, as a prerequisite, the completion of any course in a sequence of related courses in a given discipline in which understanding or technical performance in such course is necessary for success in later courses in the sequence.

(2) As used in this section, the term "prerequisite" also includes "corequisites" which require a student to concurrently enroll in one course as a condition of enrollment in another course. A student may be required to concurrently enroll in a corequisite only when the college has conducted a comprehensive assessment of the student using multiple measures and the objectives of the courses are clearly complementary, the interrelation of the units of instruction is evident, and completion of the corequisite is necessary for success in the related course. In addition, community college districts shall ensure that corequisite courses are available at the college in sufficient numbers to accommodate all students who are required to take them.

(3) Prerequisites may be defined in terms of skills measured by relevant assessment instruments, methods or procedures where the required level of performance is necessary to success in a particular course or program and the assessment instruments are selected and used in accordance with the provisions of Chapter 6 (commencing with Section 55500) of Division 6 of this part. Community college districts shall ensure that pre-collegiate basic skills courses designed to teach required skills are available to accommodate students required to meet the associated skill prerequisites. Any student obtaining a satisfactory grade in such a pre-collegiate basic skills course shall be deemed to satisfy the associated skill prerequisite.

(4) Eligibility for enrollment in entry level associate degree courses in English and/or mathematics may be used as a prerequisite where communication or computation skills are necessary for success in a course.

(c) No prerequisite described in subdivision (b) may be imposed unless it conforms to all of the following requirements:

(1) Prerequisites shall not state or imply that enrollment in a course is limited to a specialized clientele unless such limitation is directly and specifically authorized by statute or regulation.

(2) Prerequisites for a course shall be clearly related to course content and must be validated as being necessary for success in such course. A sequential coursework prerequisite described in subdivision (b)(1) need not be validated if it was established prior to the effective date of this section or is required to ensure transferability of subsequent courses to a four-year institution.

(3) Prerequisites involving experience requirements may not be established solely on the basis of "hours of exposure."

(4) Community college districts may not establish communication or computational skill prerequisites which apply across the entire curriculum.

(d) Any prerequisite may be challenged by a student, using the procedures provided for in subsections (b) and (c) of Section 55534 on one or more of the following grounds:

(1) the prerequisite is not valid because it is not necessary to success in the course for which it is required;

(2) the student has the knowledge or ability to succeed in the course despite not meeting the prerequisite; or

(3) the prerequisite is discriminatory or is being applied in a discriminatory manner.

(e) Districts shall adopt policies and procedures for validating prerequisites in accord with the provisions of this section. The Chancellor shall, as part of the evaluation required pursuant to Section 55512(c), review district policies and procedures for validation of prerequisites.

(f) Notwithstanding the provisions of this section, prerequisites for Work Experience shall be as stated in Chapter 3 (commencing with Section 55250) of Division 6 of this part.

NOTE: Authority cited: Sections 66700, 70901, and 84500.1, Education Code. Reference: Sections 78211, 78213, and 84500.1, Education Code.

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